Towards Excellence

A Report on Education in the NWT

Northwest Territories Education, Culture and Employment

September 2002

A Message from the Minister

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The goal of the education system in the Northwest Territories is to prepare students to meet all the challenges they will face in their lives. The NWT is experiencing a period of unprecedented economic activity. That's created a range of employment opportunities in a variety of occupations. If NWT residents are to receive the maximum benefits of this activity, we must do everything we can to ensure our young people have the skills and knowledge they need to pursue whatever employment options they are interested in.

The Department of Education, Culture and Employment is committed to regularly assessing and evaluating the effectiveness of our school programs. That assessment involves the collection and analysis of information about the success of our students and the school system. This document is the fourth of its kind. It provides a summary of indicators relating to our education system.

We are pleased to publish this information. It gives parents, educators, the public and department staff an opportunity to see what programs are successful and where we can continue to make changes. By working together we can continue to ensure that, as this year's results indicate, we have a system that we can be proud of. While there is always room for improvement, the indicators show that we offer a good education for our students, across the NWT.

Jake Ootes

Hon. Jake Ootes
Minister, Education, Culture and Employment

Department Mission Statement

The Mission of the Department is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society.

Department Strategic Objectives

The following objectives are outlined in the Department's Strategic Plan, *People, Our Focus for the Future*:

1. To improve support to communities to achieve their culture, heritage and language goals. *People told us communities should set priorities for culture, heritage and language activities. Our overall approach will be to ensure that they have the flexibility to do so.*

2. To provide people in all communities with access to public information networks. *Our overall approach will be to work with other government departments and the private sector to establish information networks and use them to support personal development, learning and innovative approaches to program delivery.*

3. To build a comprehensive early childhood learning system. *Our overall approach will be to integrate childcare and early childhood education to create a comprehensive early childhood learning system.*

4. To improve student achievement. *People told us they want the NWT school system to be the best it can be and they want to be sure students leave school with the skills they need for the future. Overall, we will focus on those areas that will significantly improve student achievement.*

5. To improve access for adults to learning and work. *People told us that, given the current education levels, basic skill programs for adults are essential, but they must be effective. Overall, our approach is to improve existing programs and make them an integral part of lifelong learning.*

6. To develop a flexible, comprehensive NWT system of post-secondary learning. *People told us we need to offer a comprehensive range of high quality post-secondary programs in the north. Our overall approach will be to continue to build a northern post-secondary system of learning.*

7. To ensure a lasting impact from learning and human resource development. *Our overall response will be to respond to the needs of individuals, employers and communities in ways that ensure the development of a skilled northern workforce.*

In updating the Strategic Plan (1999) the following priorities have been identified for the next five years:

- Early Childhood Education
- Improved Student Success
- Careers for Northerners
- Developing Community Learning Networks

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Introduction

This fourth edition of *Towards Excellence: A Report on Education in the NWT* provides a profile of education from Kindergarten to Grade 12 for the school year 2000-01. The information presented in this document is not intended as a complete statistical report on education. Rather, it provides both education staff and the public with a comprehensive and coordinated means of assessing progress and effectiveness in the school system.

In 1994, the Department of Education, Culture and Employment (hereafter referred to as the Department) established a strategic plan, *People: Our Focus for the Future*. This document provided a comprehensive guide to achieving "a new vision for learning". Changes resulting from the plan led to the transfer of ownership for education to the community level, the implementation of grade extensions, and an increase in support for culture and aboriginal language programming in schools.

We have made significant progress towards achieving our stated goals and objectives. However, since the plan was developed, we have entered a new era in the development of the Northwest Territories. The creation of two new territories has given us a renewed focus and a unique opportunity to work together to plan for our future. This report provides baseline data on the education system during the first year (2000-01) of a new Northwest Territories.

Rapid technological change has made it possible to generate a wide range of statistics and contextual data. This has led to the expectation that all the information we want and need is readily available. As global competition for jobs grows, so does the demand for results. This means that we are constantly challenged to provide the information necessary to meet the increasing demands for accountability.

As a result, the existing set of indicators will be refined over time, so that they continue to reflect the emerging values and interests of the people of the Northwest Territories in a changing social, political and economic environment. The information included in *Towards Excellence* will continually be adjusted to meet these requests. Concurrently, our information systems and programs will be enhanced and monitored to ensure that the data we need are accessible and reliable. Our continuing efforts to refine the information gathering and reporting processes may reveal areas where data from the past is less accurate than we would like. These areas will be marked clearly in the document.

To track changes and trends in the system, a number of indicators in this set is similar, and can be compared to data reported for the NWT in previous publications of *Towards Excellence*. Future editions, published every two years, will shift in focus from access and participation in education to standards and achievement.

Department staff, drawing on regional, territorial and national data, provided information on specific indicators. Education partners including the NWT Bureau of Statistics and Aurora College, as well as Divisional Education Councils, the two District Education Authorities in Yellowknife, and the Community Services Board in the Dogrib region, provided data and helped interpret trends. It is hoped that the information provided will improve accountability and guide further policy development and planning.

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The indicators are organized into five sections. Each section describes a part of the territorial school system – the context, inputs, process, output and outcomes of education. These provide a comprehensive description of the system itself and facilitate understanding of the relationships among various indicators.

- **Context** indicators describe the economic and social forces that affect the education system, but are beyond the direct influence of that system; for example, population distribution by ethnicity and age groups.
- **Input** indicators describe what resources, such as funding, go into the system.
- **Process** indicators describe the activities resulting from the use and management of those resources, i.e. what goes on in schools. Participation in senior secondary schooling is an example of a process indicator.
- **Output** indicators describe students' development while they are still in school, and include such things as student performance in mathematics, reading and writing, or science.
- **Outcome** indicators describe the indirect impact that education has on students' lives after they leave school, often in combination with other factors; for example, earnings by educational level.

In general:

- **Input** and **process** indicators provide information about accessibility, equity, quality, relevance and accountability.
- **Output** and **outcome** indicators provide information about intellectual development, social and human development and career development.

The following indicator set contains a large number of input, process and output indicators, reflecting our priority for providing equal access to quality programs and services in all communities.

This report is intended as a resource for those who wish to examine and report on aspects of the NWT school system. The indicators have been presented in as neutral and objective a manner as possible.

Today, the Northwest Territories may be characterized by a combination of political change, social challenge, fiscal constraint and economic opportunity. These opportunities and challenges impact differently on different types of communities. Yellowknife, which is home to 43% of the population, has a significant impact on the economic situation in the NWT. Almost a quarter of the population of the NWT lives in Fort Smith, Hay River or Inuvik. These three regional centres provide greater employment opportunities than are found in smaller communities. A third of the people live in one of 29 other communities, which generally have a population of less than 1,000 people. Presentation of data separately for Yellowknife, Regional Centres and Communities is done to inform planning at the regional or local level.

Each indicator contains a table and a graph illustrating the data. A brief commentary explains the importance of the indicator and provides any additional information the reader may need to understand and interpret the data.

Who We Are – *Language and Cultural Groups*

Almost 50% of the people living in the Northwest Territories are Aboriginal. This is the second largest percentage aboriginal population of all provinces and territories reported in the 1996 Census. Nunavut ranked highest with 84% of its population reporting an aboriginal identity, while in the remaining jurisdictions, aboriginal persons constituted between 20% for the Yukon and 1% for Prince Edward Island. Overall, aboriginal people represent 3% of the total population of Canada.

For aboriginal people in the Northwest Territories, 58% reported Dene or Algonquian, 19% reported Métis and 21% reported Inuit as their respective aboriginal identity. Overall, the aboriginal population in the NWT represents 2% of the total aboriginal population in Canada. For specific groups, territorial aboriginal people comprise 2% of the North American Indians, 2% of the Métis and 10% of the Inuit population of Canada.

The official languages of the NWT are Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey and South Slavey. English is the most common language spoken in the NWT, with 76% of the population reporting English as their first language (mother tongue). Another 2% of the population reported that French is their first language. The proportion of people speaking English or French is higher in larger centres than in the communities.

Almost half (45%) of aboriginal people aged 15 years or older speak an aboriginal language, compared to 1% of non-aboriginal people. Fewer people reported using an aboriginal language at home than as their first language. The proportion of people speaking an aboriginal language at home is higher in smaller communities than in Yellowknife or the Regional Centres. Given the rich oral tradition of aboriginal languages, more people speak an aboriginal language than read and write it.

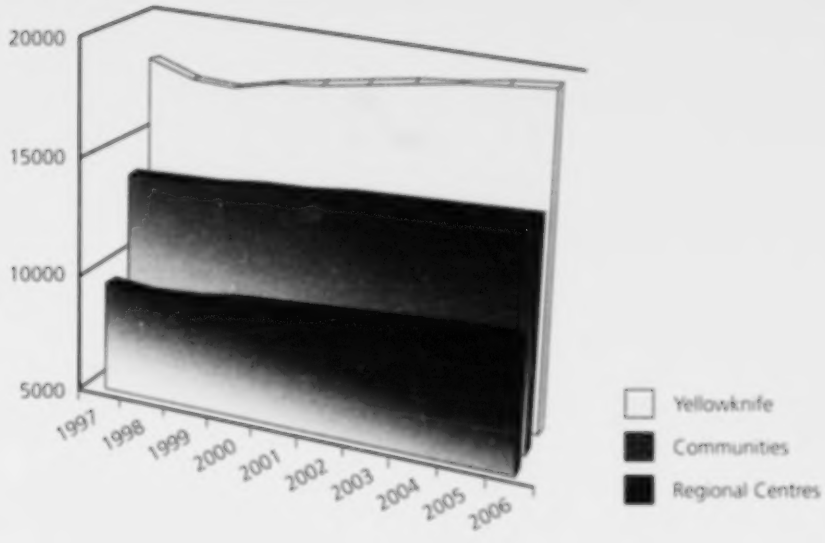
Of the 14,650 North American Indian and Métis people living in the Northwest Territories in 1996, some 5,000 (35%) speak (first language learned and still understood) a Dene language. The Dene language family extends into Alberta, Saskatchewan, British Columbia, Alaska and the southwestern United States. Approximately 2,100 people speak Slavey (including North and South) and another 2,000 speak Dogrib. Fewer people in the NWT speak Chipewyan (510) or Gwich'in (240). About 170 people speak Cree, which belongs to the Algonquian language family. Cree is closely related to Ojibway, Saulteaux and Montagnais.

About 21% of the 4,000 Inuit living in the NWT speak an Inuit language. The Inuit language family extends into much of the Circumpolar World, including Northern Quebec, Labrador, Alaska, Greenland and the Siberian Peninsula. The aboriginal language most commonly spoken by Inuit throughout the Beaufort Delta region is Inuvialuktun, but Inuinnaqtun is spoken in the community of Holman.

A people's culture and language are the basis for learning and identity. Even though cultural groups have different languages, traditions and histories, there is a similar perspective among all aboriginal people – a perspective that describes their place, knowledge, and skills of the world. The Francophone community also seeks to be rooted firmly in its own unique history. Language is a fundamental requirement if people are to maintain or enhance their cultural diversity. Education programs and services, therefore, must be culturally appropriate.

Source:
Census of Canada, 1996
Labour Force Survey, 1999
NWT Bureau of Statistics

Actual and Projected Growth



Source:
Statistics Canada, NWT Bureau of Statistics

Notes:
1. Community population projections and estimates are always as at July 1.
2. Projections estimated from the Bureau of Statistics projection model.

Population – Actual and Projected Growth

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Communities	13,763	13,899	13,518	14,144	14,257	14,380	14,493	14,591	14,683	14,778
	33%	34%	34%	34%	34%	33%	33%	33%	33%	33%
Regional Centres	9,692	9,480	9,630	9,911	10,016	10,156	10,291	10,416	10,517	10,623
	23%	23%	23%	24%	24%	24%	24%	24%	24%	24%
Yellowknife	18,353	17,735	17,567	18,028	18,247	18,539	18,827	19,067	19,273	19,481
	44%	43%	43%	43%	43%	43%	43%	43%	43%	43%
NWT Total	41,788	41,114	40,715	42,083	42,520	43,075	43,611	44,074	44,473	44,874

Grise Fiord
Resolute
Sachs Harbour
Tuktoyaktuk
INUVIALUKTUN
Aklavik
Inuvik
Holman
Fort McPherson
Tsiigehtchic
Paulatuk
INUINNAQTUN
Taloyoak
GWICH'IN
Cambridge Bay
Ojua Haven
Colville Lake
Fort Good Hope
Kugluktuk
NORTH SLAVEY
Umingmak
Norman Wells
Bathurst
Tulita
Deline
NUNAVUT
NORTHWEST TERRITORIES
DOGRIB
Wrigley
Rae Lakes
Wekweti
Baker Lake
YUKON
SOUTH SLAVEY
Wha Ti
Edzo
Rae
Yellowknife
Ndilo
Fort Simpson
Jean Marie River
Detah
Lutselk'e
Nahanni Butte
Fort Providence
Kakisa
Fort Liard
Trout Lake
Fort Resolution
Hay River
CHIPEWYAN
Enterprise
Fort Smith
CREE
Chipewyan
Cree
Dogrib
English
Gwich'in
Inuinnaqtun
Inuktitut
Inuvialuktun
North Slavey
South Slavey
Census of Canada, 1996
Labour Force Survey, 1999
NWT Bureau of Statistics
YUKON
NWT
NUNAVUT
CANADA

How we are Organized – *Education Governance*

Traditionally, education in the Northwest Territories was the responsibility of the family, but over the years control shifted away from parents. First missionaries, and later the federal and territorial governments, made decisions about schooling and advised parents of the particular jurisdiction's goals and objectives. Now, because of the creation of District Education Authorities and Divisional Education Councils, parents and other community members serve as elected representatives, formulate policy and make decisions that guide and direct schools across the NWT.

The Government of the Northwest Territories amended the *Education Act* in 1983 to permit formation of divisional boards of education, replacing a centralized system of governance. In 1996 a new *Education Act* came into force which renamed existing governance structures and enhanced their responsibilities. 33 District Education Authorities (DEA) currently govern schools in the NWT. A DEA is comprised of elected representatives responsible for the school(s) in their community. Education Authorities outside Yellowknife are organized under 4 Divisional Education Councils and one Community Services Board in the Dogrib Region. The councils are made up of one representative from each DEA in the education division. There are a total of 48 public schools and 2 private schools in the NWT. Of these, almost half (21) deliver programs for Kindergarten through senior secondary grades. Seventeen are small schools with fewer than 60 students enrolled. Thirteen schools have between 90 and 200 students enrolled, while another 13 schools have enrolments between 200 and 350. Seven schools, located in Yellowknife, Hay River, Inuvik and Fort Smith, have student enrolments of more that 350 students.

The Government of the NWT certifies teachers and determines the curricula that guide teaching in the schools. Divisional Education Councils and District Education Authorities are responsible for coordinating and supporting education programs and services in 32 communities. Their responsibilities range from establishing policies to preparing budgets and hiring teachers.

The Northwest Territories will continue to change. As land claims are settled and self-government agreements are reached, the education system will be affected. Divisional Education Councils and District Education Authorities will change their roles and responsibilities as the governance of education changes. The Department is committed to maintaining excellence in education by consulting and working with self-governing bodies as they fulfill their responsibilities.

Education Jurisdictions in the NWT:

- Beaufort-Delta Divisional Education Council
- Dehcho Divisional Education Council
- Dogrib Community Services Board
- Sahtu Divisional Education Council
- South Slave Divisional Education Council
- Yellowknife District #1 Education Authority
- Yellowknife Public Denominational District Education Authority

District Education Authorities and Divisional Education Councils

Beaufort-Delta Divisional Education Council
Dehcho Divisional Education Council
Dogrib Community Services Board
Sahtu Divisional Education Council
South Slave Divisional Education Council
Yellowknife District #1 Education Authority
Yellowknife Public Denominational District Education Authority

1 Population – *Actual and Projected Growth*

The population of the NWT is expected to remain stable over the next five to ten years.

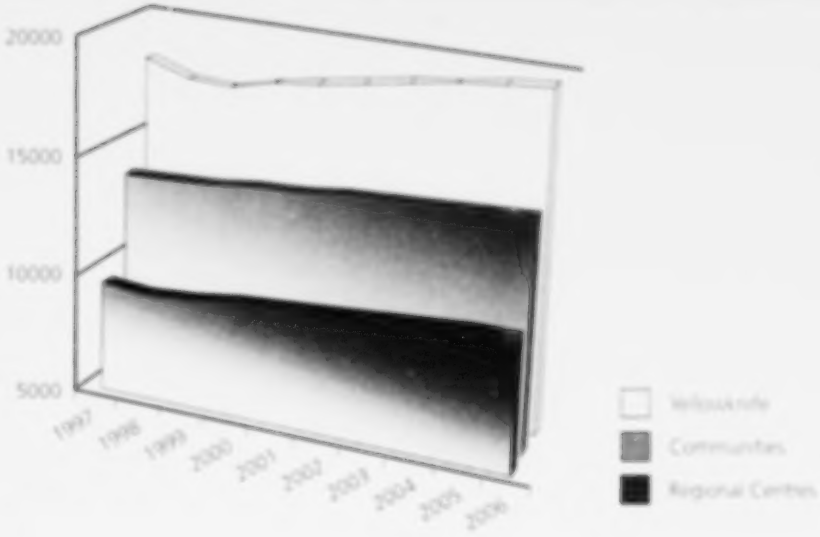
In 2001, approximately 42,500 people lived in the Northwest Territories, compared to 41,100 in 1999. While birth rates among the aboriginal population are declining, they remain at 1.5 times the national average. However, this natural growth is being off-set by the movement of non-aboriginal people to other parts of Canada, where employment opportunities are increasing. The population of the NWT is expected to remain stable or to increase moderately over the next 5 years.

A third of the overall population currently lives in one of 29 smaller communities. Typically, these communities have a population of less than 1,000, and the majority of residents are aboriginal. The higher birth rate among aboriginal people has contributed to a young and growing population in communities. This in turn creates a demand for higher education and employment as the population matures. However, opportunities for postsecondary education and for employment are limited in communities as compared to the regional centres or Yellowknife. The movement of youth and adults to larger centres, in order to complete their education or seek employment, moderates population growth. Generally, the population for communities is stable compared to Yellowknife or the regional centres, and it is expected to continue to show moderate growth in future.

Almost a quarter of the overall population lives in Fort Smith, Hay River or Inuvik. Young people often move to these regional centres from communities, to further their education. Upon completion of education or training, many stay to raise their families where there is greater opportunity for employment. As residents become better educated, and gain work experience, they qualify for promotion, which often leads to relocation. In-migration from communities is therefore balanced by out-migration from the regional centres to Yellowknife or to other parts of Canada. While the individuals living in regional centres change, the total population has remained stable and this trend is expected to continue.

With 43% of the overall population, Yellowknife has a significant impact on the economy of the NWT. Yellowknife also has the most transient population, with families moving in or out depending on employment opportunities. In 1998 and 1999, decreasing employment opportunities in the NWT, together with increasing opportunities in other parts of Canada, resulted in a short-term decrease in population. By 2001, the population of Yellowknife has revitalized and is expected to continue to grow.

Generally, the population of the NWT is expected to remain relatively stable over the next five to ten years. Some factors, such as the aging population, are fairly predictable. Additionally, although the birth rate among the aboriginal population is higher than the national average, it is declining and is likely to continue to do so. Many factors however make it difficult to accurately project changes in the NWT population. Economic changes such as a decrease in the Yellowknife mining sector or development of a gas pipeline in the Mackenzie Valley can result in either increased or decreased employment opportunities, which in turn will impact on population size.



Source:
Statistics Canada, NWT Bureau of Statistics

Notes:
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2. Projections estimated from the Bureau of Statistics projection model

Population – Actual and Projected Growth

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Communities	13,763	13,899	13,916	14,144	14,257	14,380	14,493	14,591	14,683	14,770
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	44%	43%	43%	43%	43%	43%	43%	43%	43%	43%
NWT Total	41,788	41,114	41,113	42,083	42,520	43,075	43,611	44,074	44,473	44,874

2 Population – *Distribution by Ethnicity and Age Groups*

The NWT has a young population, with half of the people under the age of 25.

The total population of the Northwest Territories is almost equally distributed between aboriginal (51%) and non-aboriginal (49%) people. The greatest proportion of non-aboriginal people is working-age, with 47% between the ages of 25 and 54. The aboriginal population is very young by comparison, with children and youth under the age of 25 comprising 51% of the total. Given the decreasing birth-rate among aboriginal people combined with an increasing number of seniors, the overall population of the NWT is aging.

In communities, 86% of the population is aboriginal. Overall, 47% of people living in communities are under the age of 25 and 89% of this age group are aboriginal children and youth. While nearly half of aboriginal people in communities are under the age of 25, most non-aboriginals (60%) are between ages 25 and 54. This 60% generally reflects the professional workforce made up of people employed as nurses, teachers and the RCMP. The proportion of the population over the age of 65 is increasing. This reflects a number of elders returning to their communities for retirement, as well as people living longer as a result of improved health care.

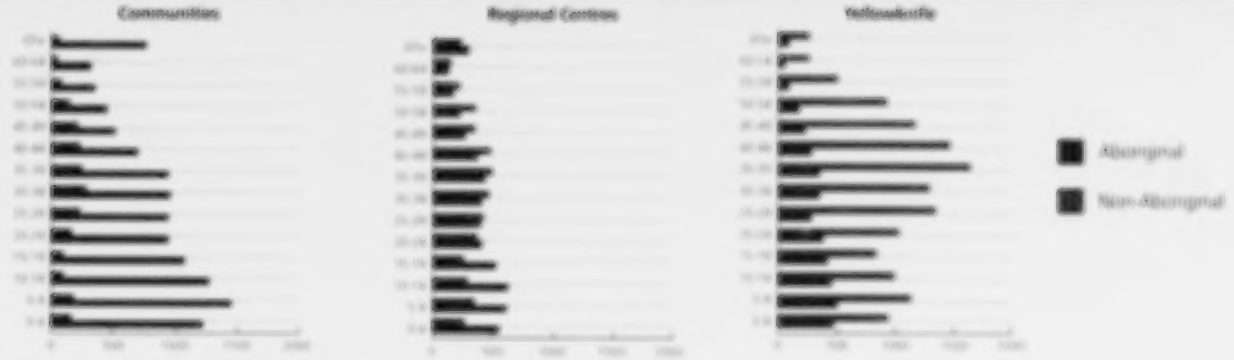
The overall population of Fort Smith, Hay River and Inuvik is more evenly distributed between aboriginal (53%) and non-aboriginal people (47%). For specific age groups, however, this distribution shows greater variation. For the total population, 42% are children and youth under the age of 25. The majority (64%) of children and youth are aboriginal. The proportion of working-age adults (25-54 years) is greater for non-aboriginal people (55%). People are drawn to the regional centres for higher education or employment and some remain there after retirement. About 5% of the population are age 65 or more. Aboriginal people who leave the regional centres when they retire usually return to their home communities in the NWT, while non-aboriginal people are more likely to return to southern Canada.

In Yellowknife, 77% of the total population is non-aboriginal. The overall population represents a diversity of aboriginal and non-aboriginal languages and cultures. Yellowknife has a proportionately larger workforce and more employment opportunities than either the regional centres or the rest of communities. This is reflected in the population's age distribution. About half (53%) of the people living in Yellowknife are working-aged adults between the ages of 25 and 54. For this age group, 82% are non-aboriginal. Another 40% of the population are children and youth under the age of 25. The majority (69%) of children and youth are non-aboriginal. About 2% of the population is 65 years or older. Of the 3,500 people who move in and out of the NWT in a year, 61% are from Yellowknife.

Although the population of the NWT is still young in comparison to other parts of Canada, it is aging. Over the next few years there will be a need to expand opportunities for secondary and postsecondary education, especially in communities. There will be an even greater need to increase possibilities for employment, as the population matures and becomes more educated. An aging GNWT work force, together with increased employment opportunities in southern Canada, will likely result in openings at senior levels for northerners holding university degrees. At the same time, the number of seniors residing in the NWT is expected to double in 20 years, having implications for the health care system and other facets of the economy.

Source:

Statistics Canada, NWT Bureau of Statistics



Population of Communities – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	1229	1449	1 [illegible]	1015	843	940	894	946	686	636	452	300	215	165
Non-Aboriginal	161	181	135	105	159	236	273	249	231	214	157	82	51	62
Total	1390	1630	1361	1120	1002	1176	1167	1195	917	850	609	382	266	227

Population of Regional Centres – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	446	548	436	313	306	288	345	426	350	241	218	142	120	100
Non-Aboriginal	257	341	289	253	363	417	457	487	473	341	347	218	143	231
Total	703	889	725	566	669	705	802	913	823	582	565	360	263	331

Population of Yellowknife – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	477	596	467	478	364	288	405	559	339	324	198	87	56	90
Non-Aboriginal	952	1134	992	847	1040	1259	1305	1655	1468	1175	923	505	260	265
Total	1429	1730	1459	1325	1404	1547	1710	2214	1807	1499	1121	592	316	355

NWT Total Population – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	2347	2734	2340	2107	1777	1623	1736	1932	1375	1201	868	529	391	355
Non-Aboriginal	1370	1656	1386	1205	1562	2012	2035	2391	2172	1730	1427	805	454	558
Total	3717	4390	3726	3312	3339	3635	3771	4323	3547	2931	2295	1334	845	913

Distribution by Ethnicity and Age Groups

Population of Communities – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	1228	1449	1276	1075	943	947	956	940	686	506	452	340	315	765
Non-Aboriginal	161	181	105	105	159	236	273	249	231	214	157	82	51	62
Total	1389	1630	1381	1180	1102	1183	1229	1189	917	720	609	422	366	827

Population of Regional Centres – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	543	599	616	513	398	388	395	426	360	261	218	162	125	290
Non-Aboriginal	257	341	289	253	363	417	457	487	473	341	347	218	143	231
Total	800	940	905	766	761	805	852	913	833	602	565	380	268	521

Population of Yellowknife – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	477	506	452	419	384	288	353	356	277	225	178	87	50	96
Non-Aboriginal	952	1134	992	847	1040	1359	1305	1655	1468	1175	923	505	260	265
Total	1429	1640	1444	1266	1424	1647	1658	2011	1745	1400	1101	592	310	361

NWT Total Population – July 1, 2000

	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Aboriginal	2248	2554	2344	2007	1725	1623	1704	1722	1323	992	848	589	490	1151
Non-Aboriginal	1370	1656	1386	1205	1562	2012	2035	2391	2172	1730	1427	805	454	558
Total	3618	4210	3730	3212	3287	3635	3739	4113	3495	2722	2275	1394	944	1709

3 Level of Education – *Population 15 Years of Age and Over*

Education levels are increasing for northern residents.

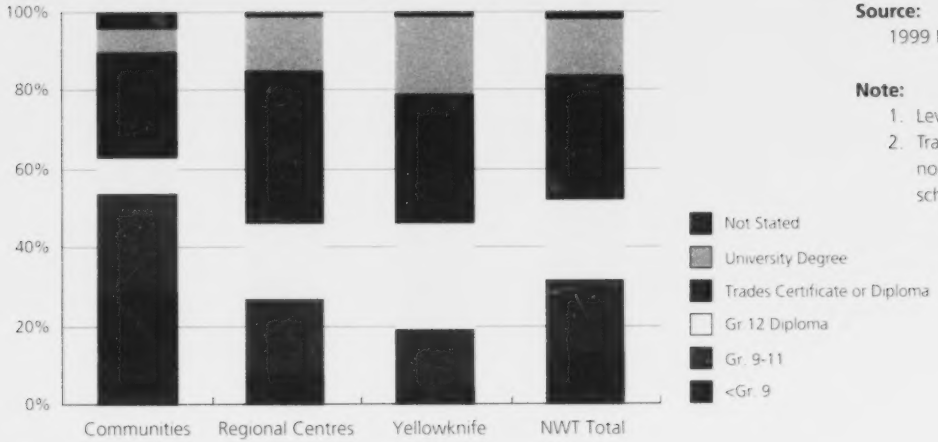
The 1999 NWT Labour Force Survey indicated that 66% of the NWT population aged 15 years and older had completed secondary school, held a trade certificate or diploma, had some college or university training, or held a university degree. This is an increase from 63% reported in the 1994 NWT Labour Force Survey. University degrees are held by 14% of the youth and adult population, compared to 15% in 1994. At the same time there has been a decrease from 16% to 13% in the population with less than a grade 9 education.

Communities have the highest proportion (54%) of the population, ages 15 years and older, who have not yet attained a Grade 12 diploma. With the implementation of grade extensions in recent years, it is now possible for most residents to complete secondary school in their home community. Increased access to secondary grades is expected to result in increasing graduation rates, and consequently higher participation in postsecondary education. However, opportunities for postsecondary education and employment are limited in communities compared to the regional centres and Yellowknife. The 6% holding university degrees generally reflect individuals employed in the community as nurses, teachers and the RCMP.

In the regional centres, 72% of the population aged 15 years and older has completed grade 12 or attained other adult or postsecondary education. This includes 39% who hold a trades certificate or diploma, and 14% having a university degree. College campuses are established in Fort Smith and Inuvik, providing access to a range of postsecondary programs, including some university courses. Residents who have completed secondary or postsecondary education also have a better chance of finding employment in one of the regional centres than in a smaller community.

Eighty percent of youth and adults in Yellowknife have completed high school or have other adult or postsecondary education, including 20% with university degrees. The relatively high percentage of population with a university degree reflects the nature of the workforce, including a higher proportion of senior government positions, as well as the presence of a college campus.

Overall in the NWT, 19% of youth and adults reported grades 9, 10 or 11 as their highest level of education. Participation in grades 10 to 12 has increased with the development of community high schools. Some youth and young adults are still in school, or have recently returned to pursue further education. Others choose General Educational Development (GED) or Adult Basic Education (ABE) routes. When educators, libraries, employers and the College work together they are able to increase supports and expand opportunities for all residents to increase levels of education attainment.

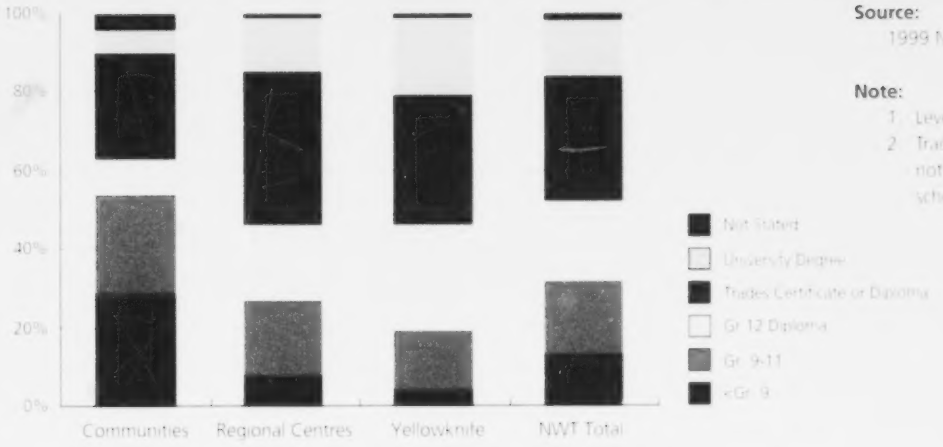


Source:
1999 NWT Labour Force Survey

Note:
1. Levels of education are self-reported.
2. Trades Certificate or Diploma does not necessarily imply having a high school education.

Highest Level of Education – Population 15 Years of Age and Over

	<Gr. 9	Gr. 9-11	Gr. 12 Diploma	Trades Cert. or Diploma	University Degree	Not Stated
Communities	2753	2368	864	2545	562	341
	29%	25%	9%	27%	6%	4%
Regional Centres	569	1322	1300	2667	977	98
	8%	19%	19%	39%	14%	1%
Yellowknife	468	1949	3,26	4376	2589	131
	4%	15%	27%	33%	20%	1%
NWT Total	3791	5639	5790	9588	4129	570
	13%	19%	20%	32%	14%	2%



Source:
1999 NWT Labour Force Survey

Note:
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4 Official Language Use – *First Language and Home Language*

Language retention varies by language and by community type.

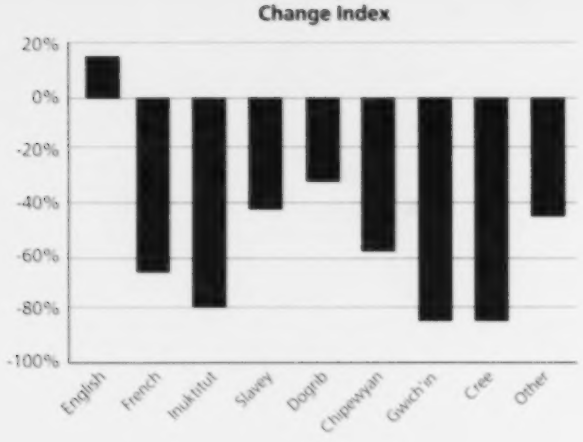
The *Official Languages Act* recognizes eight official languages in the Northwest Territories: Chipewyan, Cree, Dogrib, English, French, Gwich'in, Inuktitut (including Inuinnaqtun and Inuvialuktun), and Slavey (including North and South). English is the most common mother tongue in the NWT, with 76% of the population reporting English as the first language they learned and still understand. Fifteen percent of the population reported an aboriginal first language, the most common being Slavey (North and South) and Dogrib at 5% each. Two percent reported that French was their first language and 7% reported that their mother tongue was another language, such as German, Tagalog or Chinese.

Language retention is a measure of the strength or revitalization of a language within a particular culture. One approach to examining language retention is to compare the number of people who speak each language in their home, to the number of people reporting that language as their first language. In the NWT, only English was spoken more often as a home language than as a first language. For the other seven official languages, fewer people reported using these languages as their home language than as their first language. For Dogrib, North Slavey and South Slavey, retention was more than 50%. For the remaining languages this value was less than 50%, with the lowest value for Cree at 15%.

Comparisons can also be made for use of official language by community type. The highest retention of French is in Yellowknife (42%). Use of English is increasing overall, but most significantly in the smaller communities (+26%). At the same time, the highest retention of aboriginal languages is also in communities (59%), compared to 27% in Yellowknife and 14% in regional centres. For specific languages, retention of Dogrib is 73% for people living in communities, compared to 36% in Yellowknife. For Slavey, retention is 61% in communities and 15% in Yellowknife. Dogrib, North Slavey or South Slavey are no longer the primary languages spoken in any homes in the three regional centres.

There are many factors involved in maintaining aboriginal languages as the language of the home. Language begins in the family and is influenced by the community and the school. Influences such as television, technologies, and a lack of reading materials in aboriginal languages have a great impact on language usage. These factors need to be taken into account by the communities and education authorities when developing effective language plans. Community language plans will guide everyday language activities in the community as a whole as well as within the school system.

While schools can support aboriginal languages by responding to community language needs, they are only one part of the solution. Parents and community have an important role to play in fostering and promoting aboriginal languages. With home, school and community working together, aboriginal languages use can be encouraged, supported and promoted within the NWT. Culture based schooling continues to be a critical factor in the support of culturally enriched language programs. Aboriginal Language Specialists offer another means of support in the development of language and culture. Early childhood programs that involve elders and community leaders can support schools and help students experience a living language.



Source:
Census 1996

Note:
1. The Census defines mother tongue as the first language learned and still understood. In this report, the term first language is used to mean mother tongue. Home language refers to the language most frequently spoken in the home.
2. Inuktitut includes Inuinnaqtun and Inuvialuktun.
3. Slavey includes North and South Slavey.

Use of Official Languages in the Northwest Territories

	English	French	Inuktitut	Slavey	Dogrib	Chipewyan	Gwich'in	Cree	Other
First Language	30010	960	830	2080	2000	515	250	170	2660
Home Language	34705	330	170	1190	1360	210	40	25	1435
Change Index	16%	-65%	-80%	-43%	-32%	-59%	-84%	-85%	-46%

Source:
Census 1996

Note:
1. The Census defines mother tongue as the first language learned and still understood. In this report, the term first language is used to mean mother tongue. Home language refers to the language most frequently spoken in the home.
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Change Index	16%	-65%	-80%	-43%	-32%	-59%	-84%	-85%	-46%

5 Children in Families – *Issues Students Bring to the Classroom*

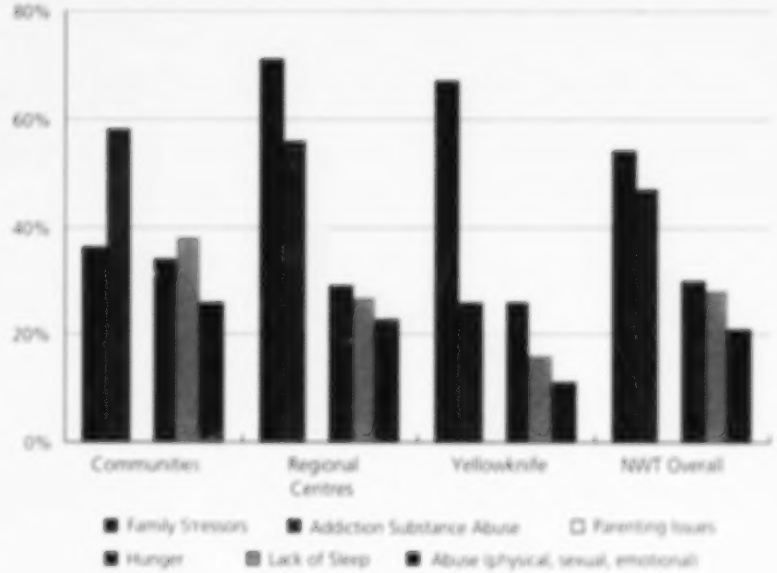
Personal concerns, which students bring to the classroom, have a profound influence on their school performance.

In the Student Support Needs Assessment 2000, in response to the interview question: "What are some of the issues that your students come to class with?" teachers call attention to a number of issues of which they are aware. Responses are based on classroom needs, and not on individual student situations.

For the NWT as a whole, teachers most frequently cited "Family Stressors" (54% of classrooms) as affecting the classroom. Among concerns identified in this category were family breakdown, illness and death. Following closely behind "Family Stressors" in overall frequency of response (47%) was substance abuse in the family, home and community. This was distinct from substance abuse by students themselves, which although identified as a concern, was much less frequently cited. Concerns classified as "Parenting" encompass such perceived family issues as expectations, structure, controls and support in the family. On average, these concerns, as well as hunger, lack of sleep and abuse were presented by about 30% of teachers.

The degree to which these concerns reflect classroom needs varies by community type. Family Stressors affect close to 70% of classrooms in Regional Centres and in Yellowknife, compared to 36% of classrooms in smaller communities. Addiction is a much greater concern (influencing almost 60% of classrooms) in the smaller communities and in regional centres than in Yellowknife (26%). Other categories, including parenting issues, hunger, lack of sleep, and abuse generally impact more classrooms in communities and regional centres than Yellowknife.

Personal concerns, which students bring to the classroom, have a profound influence on their school performance. An awareness of these concerns enables the teacher to better tailor the classroom environment to facilitate learning. In addition, some of these concerns must be dealt with in their own right, for the well-being of the student. In this context, the various service providers such as Education, Culture and Employment, Health and Social Services and the Department of Justice, need to work together to provide support to students, their parents, and the communities in which they live. Further analysis of these concerns by community type will contribute to a better understanding of the factors that play a significant role in the NWT education system.



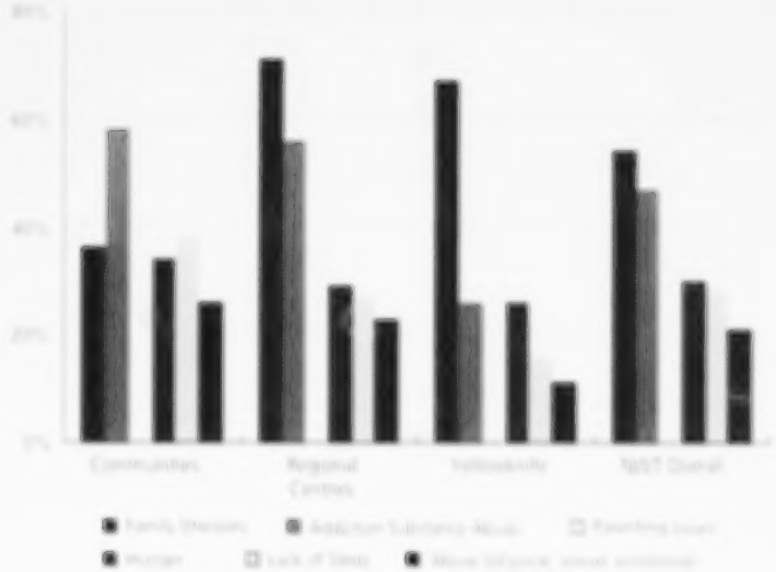
Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000)
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

Note:

1. Responses are based on classroom needs as a whole, and not on individual student situations.

	Family Stressors	Addiction Substance Abuse	Parenting Issues	Hunger	Lack of Sleep	Abuse (physical, sexual, emotional)
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Regional Centres	71%	56%	40%	29%	27%	23%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NWT Overall	54%	47%	32%	30%	28%	21%



Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2005)
GNWT, Student Support Needs Assessment: Territorial Report (March 2007)

Note:

1. Responses are based on classroom needs as a whole, and not on individual student situations.

	Family Stressors	Addiction Substance Abuse	Parenting Issues	Hunger	Lack of Sleep	Abuse (physical, sexual, emotional)
Communities	**35%**	**50%**	**35%**	**34%**	**38%**	**25%**
Regional Centres	71%	56%	40%	29%	27%	23%
Yellowknife	**67%**	**26%**	**20%**	**26%**	**16%**	**11%**
NWT Overall	54%	47%	32%	30%	28%	21%

6 Children in Families – *Parental Support for Education*

Parental involvement contributes to students' successful learning.

Community-based approaches to education are an essential component in building healthy communities. Families play the most important role in supporting learning. Children need to be encouraged by their parents in their daily activities. They also need to see their parents and school personnel work together to support learning. Teachers reported that parental involvement is somewhat appropriate (29%) or very appropriate (41%) for 70% of NWT students. Parents were reported to be under-involved for 25% of students.

There are many ways that parents can support their child at home and at school. Discussion allows parents to show concern for the general well-being of their child, or to demonstrate interest in their daily work and progress. Discussion can also be more formal, such as to encourage children with their homework or to help with homework assignments. Supportive parents often have high expectations for their child to learn, and they discuss plans for the future. It is equally important for parents to be involved in their child's school, through attending parent interviews, talking to the teacher, and observing or volunteering in the classroom.

Parents can also help their child to learn by providing the necessary structures and discipline in the home. They can ensure that their child gets enough sleep, and eats the right food, so that the child is able to concentrate on his or her schoolwork. They can provide a quiet place where their child can sleep, read, do homework and study. From time to time, parents may also be asked to support a school-based intervention at home.

Parental involvement contributes to students' successful learning. Teachers reported that children living in Yellowknife (78%) were more likely to benefit from parental involvement and support than those living in regional centres (69%) or in communities (60%).

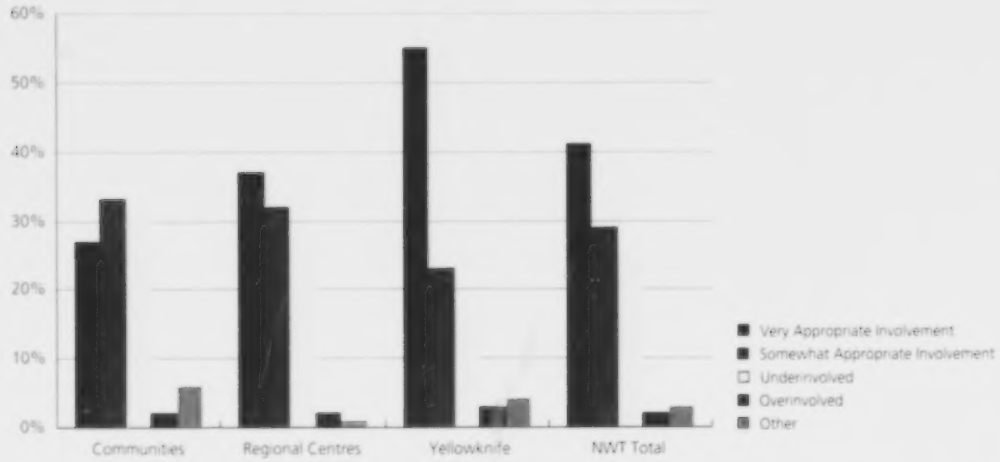
Children in schools are a reflection of the families in which they are raised and the communities in which they live. Children believe what they are told, and they act on what they believe. If parents and community value education and believe in the child, the child is much more likely to succeed.

Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000)
GNWT, Student Support Needs Assessment: Technical Report (March 2001)

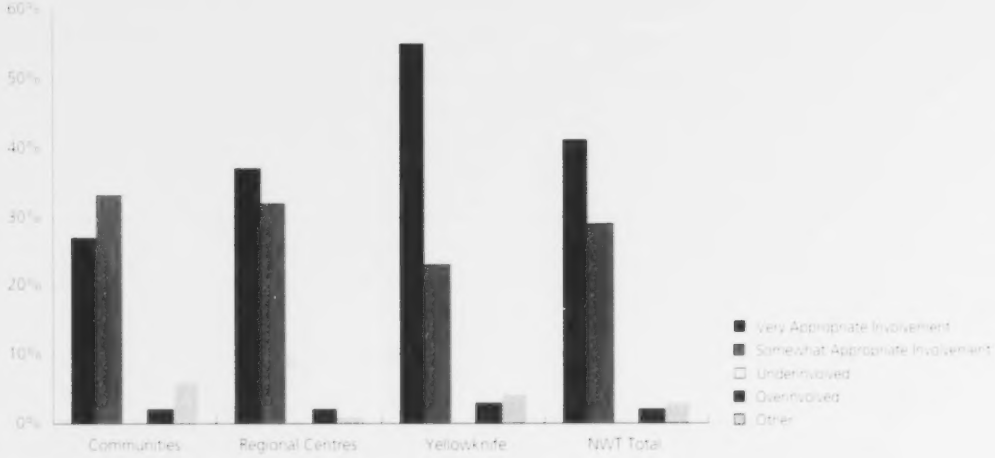
Note:

1. Parental/guardian involvement was rated by teachers in terms of how appropriate it was to the students' needs.
2. "Not Applicable" in this case likely refers to older students who are living independently.



Children in Families – Parental Support for Education

	Very Appropriate Involvement	Somewhat Appropriate Involvement	Underinvolved	Overinvolved	Other
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	27%	33%	32%	2%	6%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	37%	32%	27%	2%	1%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	55%	23%	16%	3%	4%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	41%	29%	25%	2%	3%



Children in Families – Parental Support for Education

	Very Appropriate Involvement	Somewhat Appropriate Involvement	Underinvolved	Overinvolved	Other
Other Communities	922	1099	1086	66	187
	27%	33%	32%	2%	6%
Regional Centre	925	796	677	40	34
	37%	32%	27%	2%	1%
Yellowknife	2066	883	612	95	132
	55%	23%	16%	3%	4%
NWT Total	3913	2778	2375	201	353
	41%	29%	25%	2%	3%

7 Student Enrolment – *Actual & Projected*

The total student enrolment has remained constant in the period beginning 1999 to 2001.

In 2001 there were approximately 9,700 students enrolled in Kindergarten through Grade 12 in the Northwest Territories. This figure represents one-quarter (23%) of the overall population of the NWT. Total student enrolment has remained constant for the period beginning 1999 to 2001, and only moderate growth is expected over the next 5 years. There are variances by community type within this trend.

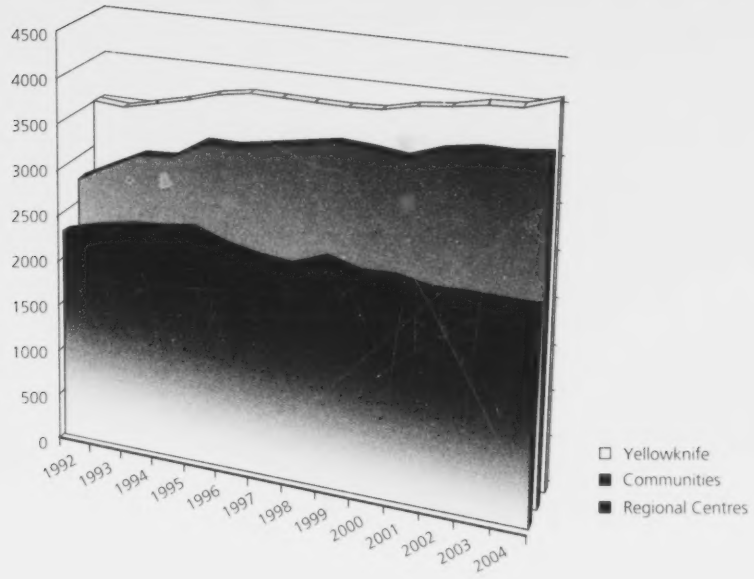
In communities, school enrolment increased by 5% over five years, compared to 3% population growth. Communities continued to experience moderate increases in student population at the primary level, reflecting birth rates. However, increased enrolments resulted primarily from the implementation of grade extensions and productive choice in small communities. With access to senior secondary grades in their home community, more students are remaining in school longer, and some students who had left school returned to further their education. A slow growth in school enrolment is projected to continue for communities through the year 2004.

In regional centres, the effects of grade extensions in smaller communities are now complete. However, school enrolments are likely to continue to decline over the next few years as a result of lower birth rates in all three locations.

Yellowknife's total student enrolment has remained constant over a five-year period, and the overall population has stabilized. This reflects the transient nature of the city's overall population. Employment opportunities are increasing, and young families are moving to Yellowknife with their school-aged children. School enrolments in Yellowknife are projected to show modest growth from 2001 to 2006.

Historically, schools in the NWT have been driven by population growth, but this is no longer the case. Overall, there is sufficient space in existing facilities to accommodate the school-aged population, but the demographics of that population are changing. There will be an opportunity to re-think what programs and services are needed to best meet the changing needs of the school-aged population, and to re-consider how existing space can best be utilized to support those programs and services.

There has been a shift away from building new schools to renovating present facilities. This includes redesigning existing space in order to make it appropriate for its new use, as well as repairing and upgrading older facilities. At the same time, unexpected changes to the NWT resource-based economy could affect population size and result in an unforeseen need for larger or new schools. Recent changes to our funding formula reflect an increase in the overall level of funding and changing student enrolments.



Source:

Department of Education, Culture and Employment, GNWT. Student Enrolment (September 30th)
NWT Bureau of Statistics

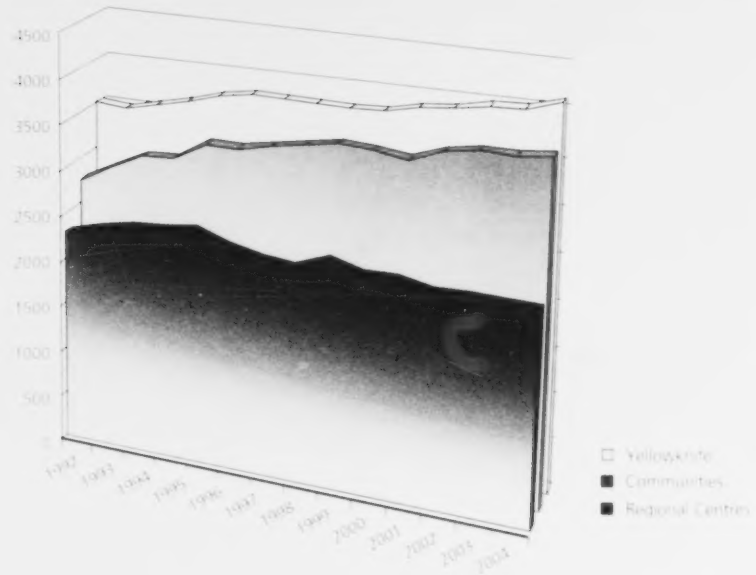
Notes:

1. Enrolment figures are based on Full-Time Equivalent (FTE) Students. The number of Kindergarten (FTE) Students are doubled to estimate the actual number of students.
2. Enrolment projections are based on 15 to 19-year old population projections.

Total Number of Students Enrolled in NWT Schools by Year

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Communities	**2750**	**2930**	**3120**	**3130**	**3340**	**3340**	**3410**	**3470**	**3540**	**3520**	**3470**	**3600**	**3670**	**3660**	**3700**
Regional Centres	2300	2390	2450	2490	2530	2420	2340	2290	2440	2340	2350	2280	2290	2280	2280
Yellowknife	**3520**	**3490**	**3570**	**3660**	**3750**	**3820**	**3810**	**3810**	**3810**	**3820**	**3900**	**3940**	**4010**	**4030**	**4130**
NWT Total	8570	8810	9140	9280	9620	9580	9560	9570	9790	9680	9720	9820	9970	9970	10110

Total Number of Students Enrolled in NWT Schools by Year



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Regional Centres	2300	2390	2450	2490	2530	2420	2340	2290	2440	2340	2350	2280	2290	2280	2280
Yellowknife	3520	3490	3570	3660	3750	3820	3810	3810	3810	3820	3900	3940	4010	4030	4130
NWT Total	8570	8810	9140	9280	9620	9580	9560	9570	9790	9680	9720	9820	9970	9970	10110

8 Student Enrolment – *Distribution by Grade*

Distribution across grades is increasingly reflective of the overall school-aged population.

While the total school population has remained constant from 1999 to 2001, the demography of that population is changing. Historically, student enrolment in elementary grades was high compared to the proportion of 5 to 14 year-olds in the population. On the other hand, students in junior and senior secondary grades were under-represented relative to the share of the population held by 15 to 19 year-olds. Today, distribution across grades better reflects the overall population distribution by age groups.

Schooling is mandatory in the NWT for children aged 6 to 15, and enrolments for corresponding grades (Gr. 1 through 9) closely approximate overall populations for those age groups. In accordance with the Departmental Directive on Inclusive Schooling (1996), students are now placed in regular classrooms with their peers. However, teachers report that a significant proportion of students perform at one or more grades below the expected level for their age. It is difficult to determine the extent to which this indicator currently reflects peer placement rather than academic achievement and promotion. For purposes of accountability, decisions about placement and promotion must be reported separately and distinctly, as described in the Departmental Directive on Student Assessment, Evaluation and Reporting (2001). Until that objective is achieved, distribution by grade is likely to remain stable for K - Gr. 9.

Senior secondary school enrolment continues to increase in the NWT, as more students stay in school after the mandatory age of 15, and other students who left school are returning to further their education. This increase is largely attributed to the implementation of grade extensions in smaller communities. In 2001, almost 2,100 youth were enrolled in Grades 10 to 12, representing 21% of the total school enrolment. This was an increase from 2,010 senior secondary students in 1999. This trend is expected to continue as a larger proportion of students aged 5 to 14 progresses through the school system.

Enrolments are disproportionately high in Grade 10 as compared to Grades 11 or 12. These figures include individuals who recently gained access through grade extensions in their home community, as well as a number of adults who returned to high school for upgrading. Grade 10 enrolment figures also include youth who have been placed in high school due to their age, but who are unable to complete courses at that level in order to move on to Grade 11.

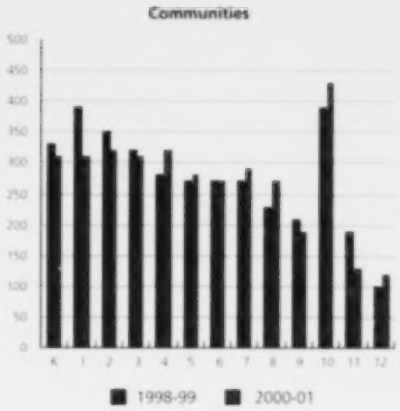
Residents of 18 NWT communities do not have access to long-term, stable programming options for mature students. Youth and adults wishing to complete Grade 12 in those communities are limited to programs offered at the school. Although schools are not legally bound to accept students over the age of 21, individual education authorities often admit mature students into the school system. Given the increase in the number of students at the secondary level, and the changing demographics of that population, there is a growing need for support to meet the needs of mature students. Partnerships between schools and continuing education would be beneficial in meeting these challenges.

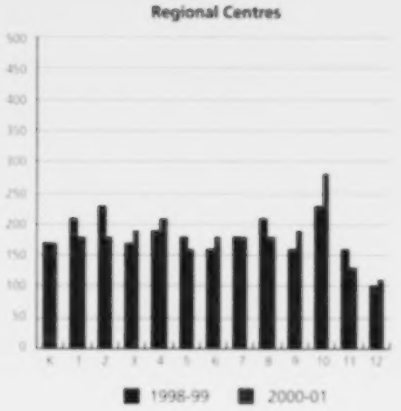
Source:

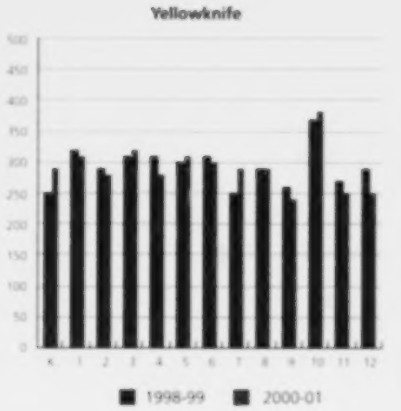
Department of Education, Culture and Employment, GNWT. Student Enrolment (September 30th)
NWT Bureau of Statistics

Notes:

1. Enrolment figures are based on Full-Time Equivalent (FTE) students. The number of Kindergarten FTE students are doubled to estimate the actual number of students.







Student Enrolment by Grade, 1998/99

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Communities	320	380	350	310	260	260	270	260	210	210	350	180	90	3450
Regional Centres	170	210	230	170	190	180	150	180	210	150	220	150	90	2300
Yellowknife	260	320	290	310	310	300	310	250	290	250	300	270	290	3820
NWT Total	750	910	870	790	760	740	730	690	710	610	940	600	470	9570

Student Enrolment by Grade, 2000/01

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Communities	300	310	310	310	310	270	270	290	270	190	430	130	120	3510
Regional Centres	170	180	180	190	210	160	180	180	180	190	280	130	110	2340
Yellowknife	300	310	290	320	290	320	300	290	290	240	380	250	250	3830
NWT Total	770	800	780	820	810	750	750	760	740	620	1,090	510	480	9680

Distribution by Grade

Student Enrolment by Grade, 1998/99

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Communities	320	380	350	310	260	260	270	260	210	210	350	180	90	3450
Regional Centres	170	210	230	170	190	180	150	180	210	150	220	150	90	2300
Yellowknife	260	320	290	310	310	300	310	250	290	250	370	270	290	3820
NWT Total	750	910	870	790	760	740	730	690	710	610	940	600	470	9570

Student Enrolment by Grade, 2000/01

	K	1	2	3	4	5	6	7	8	9	10	11	12	total
Communities	300	310	310	310	310	270	270	290	270	190	430	130	120	3510
Regional Centres	170	180	180	190	210	160	180	180	180	190	280	130	110	2640
Yellowknife	300	310	290	320	290	320	300	290	290	240	380	250	250	3830
NWT Total	770	800	780	820	810	750	750	760	740	620	1,090	510	480	9980

9 Educators – *Years of Experience*

61% of teachers in the NWT have 5 or more years of teaching experience.

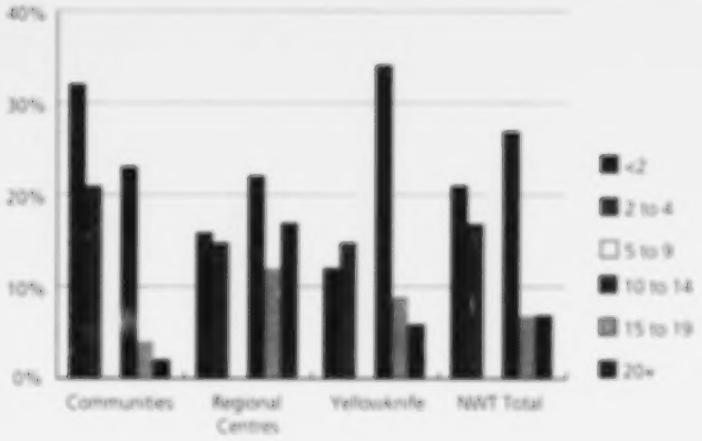
The NWT has a higher proportion of beginning teachers (21% with less than two years experience in 2001) compared to the rest of Canada. Teachers with some experience (from 2 to 9 years) are most likely to leave the NWT and take advantage of employment opportunities in other parts of Canada. At the same time, graduates of the Teacher Education Program (TEP) are staying in the education system and gaining experience. Other experienced northern teachers are also staying in the system longer, shifting the proportions of teachers with 10 or more years of experience up from 24% in 1997 to 41% in 2001. Within this group, teachers with 15 or more years of experience may be under-represented since years of experience were calculated by pay step. The maximum pay step is 12, which represents 12 or more years of experience. For teachers at step 12, the start date of employment in the NWT is checked. However, this would not include years of experience outside the NWT for those teachers at pay step 12.

There are demographic differences in the distribution of teachers by years of experience between communities, regional centres and Yellowknife. Communities have the highest proportion (53%) of teachers with less than 5 years of teaching experience. This proportion includes 32% with less than 2 years experience, compared to 21% having taught from 2 to 4 years. A significant number of new teachers, who were hired in the past two years, chose not to remain in their position. Conditions such as multi-grade classrooms, and the range of student abilities within those classrooms, impact even more on community teachers than on educators in larger centres with more resources available. These conditions are often compounded by a sense of professional isolation, and for non-aboriginal teachers the additional feeling of isolation from family. Initiatives such as staff orientation, mentoring, peer coaching, and professional development can help to support community teachers. However, if the current high rate of turnover for new staff continues, the proportion of experienced educators will decrease over time and compound the challenges of integrating new teachers into the community.

Regional centres, like the communities, have a high proportion (31%) of teachers with less than 5 years experience. More notably, regional centres also have the highest proportion (17%) of teachers who have 20 or more years of experience. Many are long-term residents who have contributed a great deal to their school and to their community, and they are now approaching retirement age. Fort Smith, Hay River and Inuvik spend a higher proportion of their budget on severance pay compared to other jurisdictions, and this trend will continue.

Yellowknife's profile is similar to other jurisdictions in Canada. Close to 10% of the current teaching force is approaching retirement, and a similar proportion of beginning teachers are entering the system. The remaining 80% are continuing through the system, balancing the energy and new teaching ideas of younger, less experienced teachers, with the knowledge and experience of more mature staff.

In recent years, changing benefits such as housing subsidies and vacation travel assistance combined with working conditions, notably class size, have resulted in a higher rate of turnover, particularly among young teachers. Concurrently, employment opportunities are increasing in other parts of Canada, so that teachers who are considering leaving the territories have more options available, and fewer teachers are applying to move to the NWT. However, long-term projections are for the maintenance of a more experienced teaching force as TEP graduates and other northern teachers are remaining in the system longer and gaining more experience. At the same time new and beginning teachers will enter the system each year, and we will need to continue to orient, encourage and support them as they gain experience.



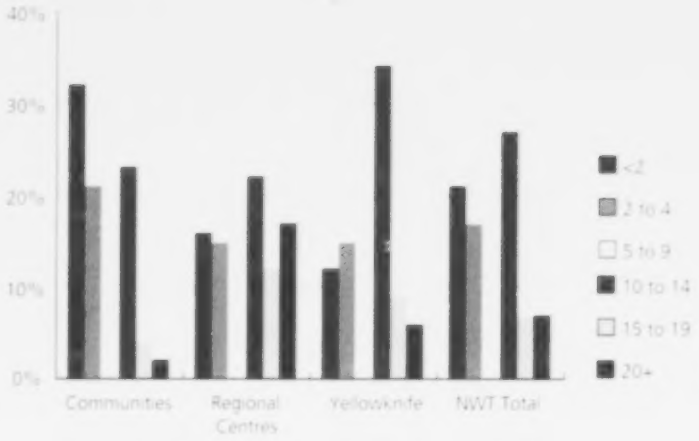
Source:
Case Management Administration System (CMAS)
PeopleSoft

Notes:
1. Information is based on actual teaching positions, including Aboriginal Language Specialists, as at August 1st. Excluded are Educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.
2. The GNWT Salary Grid differs from that used by Yellowknife School Districts. First year GNWT teachers are placed at STEP level 1, compared to STEP level 0 for Yellowknife.

Educators by Years of Experience, 2000-01

	<2	2 to 4	5 to 9	10 to 14	15 to 19	20+	Total
Communities	85	55	48	61	10	5	263
	32%	21%	18%	23%	4%	2%	40%
Regional Centres	24	23	29	33	18	26	153
	16%	15%	19%	22%	12%	17%	23%
Yellowknife	29	38	58	85	21	16	247
	12%	15%	23%	34%	9%	6%	37%
NWT Total	138	116	135	179	49	47	665
	21%	17%	20%	27%	7%	7%	

Years of Experience



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NWT Total	138	116	136	179	49	47	665
	21%	17%	20%	27%	7%	7%	

10 Educators – *Highest Level of Qualifications*

89% of teachers in the NWT have one or more university degrees.

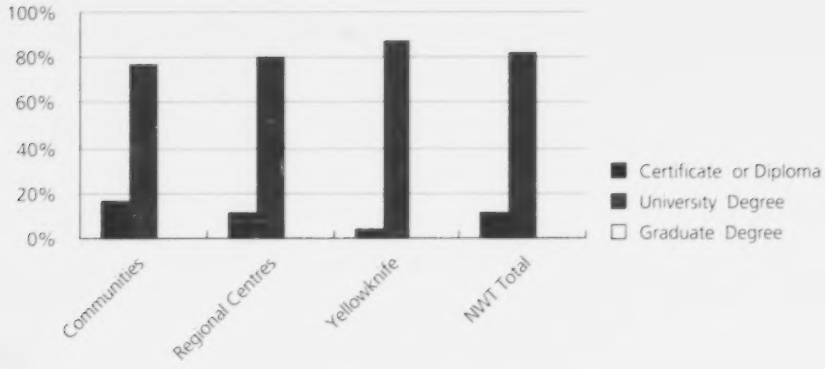
In 2001, the majority of educators in the NWT have one or more university degrees. In addition to holding a Bachelor of Education Degree, a significant number of teachers hold degrees in specialties such as Mathematics, Science, Technology, Art, Music, Environmental Studies and Physical Education. Others may hold degrees in related professions. The 7% of teachers in the system with a graduate degree remained similar to 1999, while the proportion of teachers holding a certificate or diploma decreased from 15% to 11% in the same period.

Seventeen percent (17%) of teachers in communities hold a certificate or diploma. The certificate and diploma group includes certified Aboriginal Language Specialists, diploma graduates of Teacher Education Programs (TEP), and some long-term northern teachers who graduated from Teachers' Colleges outside the NWT. This group includes 28 certified Aboriginal Language Specialists, and reflects the priority many communities place on aboriginal second language programs and culture based schooling for a population that is 84% aboriginal. The other 83% of educators in communities hold one or more degrees, including 6% who have a graduate degree. There is an increasing need in communities with grade extensions for teachers with degrees to deliver a range of program choices at the secondary level.

The proportion of teachers holding degrees is higher in Yellowknife (95%) and regional centres (89%) than in communities (83%). This includes 7% of teachers in Yellowknife who have graduate degrees and 9% in regional centres. At the same time, the group holding a certificate or diploma is smaller. Schools in Yellowknife and the regional centres are generally larger than community schools and they have more flexibility in allocating staff assignments. Whereas communities often hire generalist teachers who are able to deliver a range of subjects in multi-grade classes, schools in Yellowknife and regional centres often hire degree teachers with specialty areas. This is particularly true at the senior secondary level, where students rotate to different teachers for each course. Conversely, schools in the larger centres have fewer staff who can deliver second language programs and culture based schooling. This challenge is magnified given the diversity of aboriginal and non-aboriginal languages and cultures in Yellowknife and the regional centres.

NWT teachers face many challenges as they strive to best meet the needs of their students in accordance with the educational goals of the community. The nature of these challenges, and the special knowledge and skills teachers require, differ by community type and change over time. The *Education Act (1996)* requires that all NWT teachers renew their teaching certificates every five years. All northern teachers with less than ten years teaching experience, as of July 1997, must successfully complete a Bachelor of Education Degree. Teachers who hold a degree are required to complete 120 hours of professional development over each five-year period in order to have their teaching certificate re-issued. Re-certification will help to ensure the NWT has qualified teachers working in the educational system.

The challenge will be to support teachers in all communities to access a range of professional development programs and courses to meet their individual needs and interests, and respond to the needs and priorities of the community in which they teach. Aurora College will be a key partner in this initiative and distance education may be a valuable tool for program delivery.



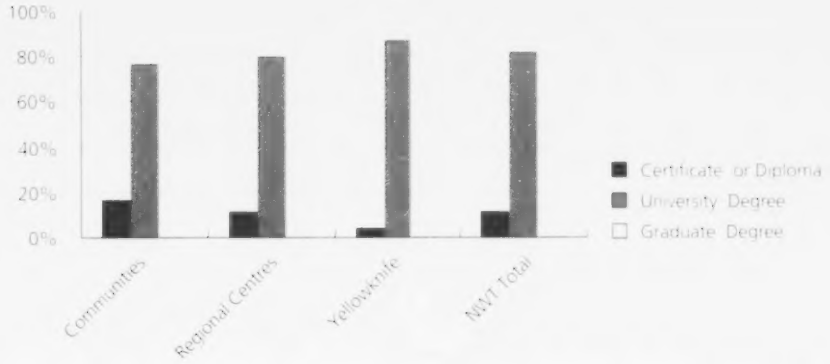
Educators by Qualifications, 2000-01

	Certificate or Diploma	University Degree	Graduate Degree	Total Teachers
Communities	46	204	15	265
	17%	77%	6%	40%
Regional Centres	17	122	14	153
	11%	80%	9%	23%
Yellowknife	11	218	18	247
	4%	88%	7%	37%
NWT Total	74	544	47	665
	11%	82%	7%	

Source:
Case Management Administration System (CMAS)

Notes:
1. Information is based on actual teaching positions, and not funded PYs, as at August 1st. Included are Aboriginal Language Specialists. Excluded are educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.

Highest Level of Qualifications



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Notes:
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11 Educators – *Aboriginals as Percent of Total Teaching Staff*

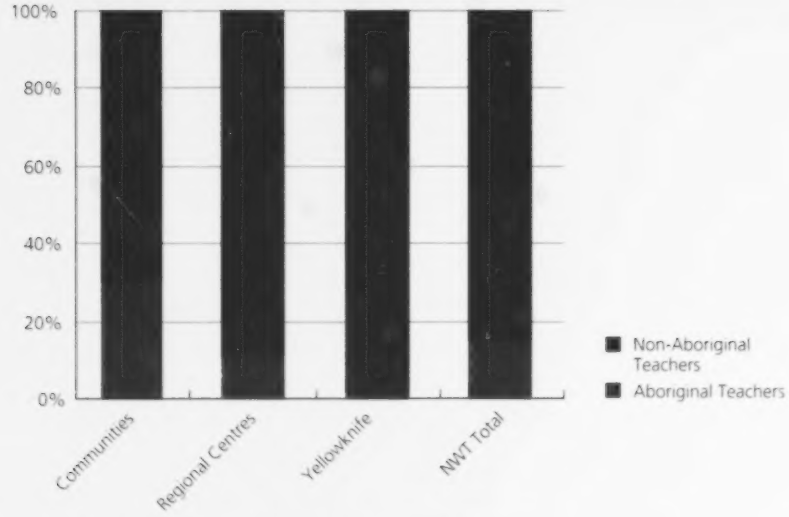
Aboriginals form 16% of the teaching staff in the NWT.

In 2000-01, there were 104 aboriginal teachers in the NWT, representing 16% of the 665 total teaching staff. Aboriginal educators in the school system include 28 certified Aboriginal Language Specialists and 76 teachers who hold a Teacher Education Program Diploma or a Bachelor of Education Degree.

A goal of the department is to have a teaching force representative of the overall population of the NWT, comprising about 50% aboriginal people. For the school-aged population (11,152 children and youth between the ages of 5 and 19 years), 62% are of aboriginal origin. The highest percentage of aboriginal teachers is needed in communities. Aboriginal students comprise 91% of the 5 to 19 year-olds in communities, 66% in regional centres and 32% in Yellowknife. This compares with the proportion of the teaching force represented by aboriginal teachers at 29% in communities and 12% and 3% in regional centres and Yellowknife respectively.

The NWT needs a teaching force that is representative of its diverse linguistic and cultural groups in order for all types of communities to realize their educational goals for language, culture and heritage. Culture-based schools need people from the community, from the same culture and language as the students, working in the school system – at all levels. The majority of aboriginal educators with a diploma or degree are currently teaching in elementary classrooms. Aboriginal Language Specialists often teach an aboriginal second language program throughout the school. They have contact with many students for short periods of time, but may be more prepared to teach elementary grades than Grades 10 to 12. The challenge will be to increase the number of aboriginal teachers in all communities and in particular at the junior and senior secondary levels.

In order to achieve a representative teaching force, we will need to recruit more aboriginal teachers as well as retain the teachers we have. Aurora College will continue to play a critical role in providing teacher education programs to qualify new teachers and to support certified teachers to attain higher levels of education. Additionally, professional development opportunities are required to meet the re-certification needs of aboriginal teachers, and especially of Aboriginal Language Specialists. In communities, the challenge is to provide more programs and courses closer to home, while regional centres and Yellowknife need to find ways to support aboriginal teachers working in a culturally diverse community.



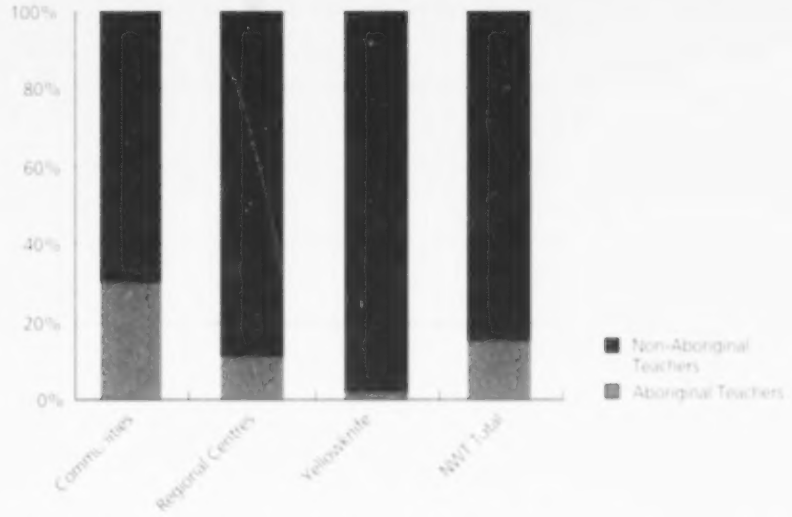
Aboriginals as Percent of Total Teaching Staff, 2000-01

	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Communities	187	78	265
	71%	29%	40%
Regional Centres	134	19	153
	88%	12%	23%
Yellowknife	240	7	247
	97%	3%	37%
NWT Total	561	104	665
	84%	16%	

Source:
Case Management Administration System (CMAS)

Notes:
1. Information is based on actual teaching positions, and not funded PYs, as at August 1st. Included are Aboriginal Language Specialists, and Southern Aboriginals. Excluded are Educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.

Aboriginals as Percent of Total Teachers



Source:
Case Management Administration System (CMAS)

Notes:
1. Information is based on actual teaching positions, and not funded PYs, as at August 1st. Included are Aboriginal Language Specialists, and Southern Aboriginals. Excluded are Educators employed at Aurora College, Learning Centres, Divisional Education Councils and Authorities.

Aboriginals as Percent of Total Teaching Staff, 2000-01

	Non-Aboriginal Teachers	Aboriginal Teachers	Total Teachers
Communities	187	78	265
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	88%	12%	23%
Yellowknife	240	7	247
	97%	3%	37%
NWT Total	561	104	665
	84%	16%	

12 Educators – *Retention of TEP Graduates*

Two-thirds of the TEP graduates are employed in education in the NWT.

The Aurora College Teacher Education Program (TEP) began in 1968, and after an initial year in Yellowknife, moved permanently to Fort Smith. A successful partnership with the University of Saskatchewan was formed in 1977 and continues to the present. Graduates from Aurora College TEP receive a Diploma in Teaching, which is transferable to the University of Saskatchewan BEd.

From 1969 to 1989, students from across the territories went to Fort Smith for teacher training. A total of 99 NWT teachers graduated during this 20-year period, and more than half (51) of those are presently (2000-01) employed in education. This proportion includes 27% currently teaching or working at the Divisional Education Council, 20% in other education-related roles, and 4% full-time university students. Others (21%) have used the skills and experience they developed through TEP to gain employment outside education. The remaining 29% not working in 2001 include teachers who reached retirement age.

While the NWT teacher education program has been continuous at the Fort Smith campus, community-based programs (CTEP) were introduced in 1990. Community-based programs are offered at a location where there is a large enough cohort of students. CTEP has been offered in all NWT regions, making it possible for people to complete their teacher education closer to home. Graduates of the early CTEP were usually mature individuals from the same culture and language as the students, who had extensive classroom experience as education assistants or Aboriginal Language Specialists. Students applying to more recent programs tend to be younger, with higher academic entry levels but less classroom experience.

From 1990 to 2000, there were 93 TEP graduates, 47 of who graduated from a CTEP. In 2001, retention for CTEP graduates is 85%, including 57% teachers and DEC staff, 15% in other education-related employment, and 13% attending university full-time. Community-based programs proved particularly effective for impacting education in a single community, or region, over a relatively short period of time. In contrast to students attending the campus-based program, CTEP students generally teach in their home community following graduation. CTEP also provided the DEA or DEC a unique opportunity to focus the program on local or regional priorities, such as strengthening the local language and culture.

Over the same period, 46 teachers graduated from the campus-based program in Fort Smith. The retention rate for these recent Fort Smith graduates is 80%, including 50% teachers and DEC staff, 15% in other education-related fields and 15% full-time university students. Campus-based programs provide an opportunity for students from across the NWT to work together. Additionally, the campus provides more staff and resources to support students throughout the program.

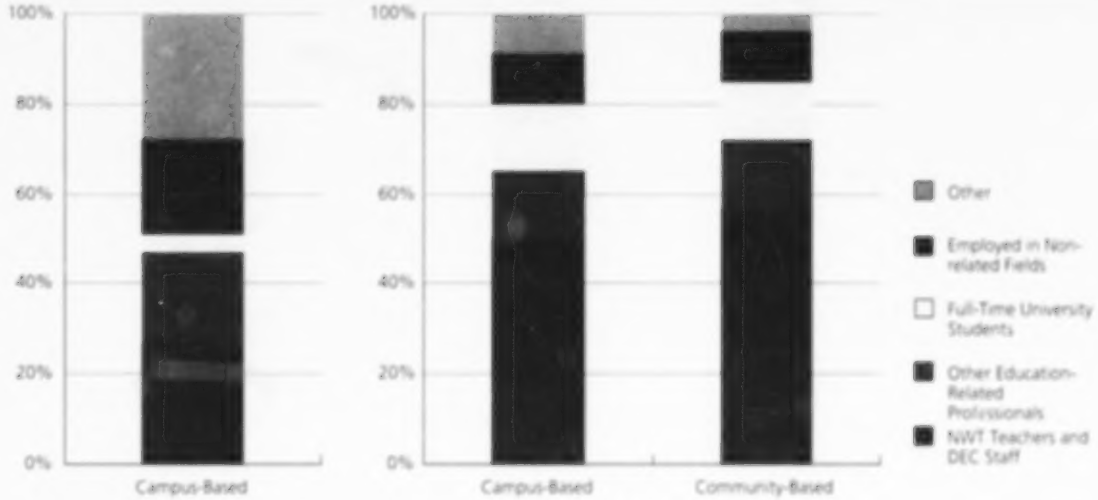
Aurora College continues to play a critical role in teacher education, currently delivering the Diploma program at the three regional campuses in Fort Smith, Inuvik and Yellowknife. The college regularly reviews program design and delivery in order to ensure high standards. In 1998, the Diploma program was extended from two to three years, providing for higher academic exit levels. The majority of diploma graduates now continue on to complete their degree before beginning their teaching career. The continuation of this program will result in an increase in the number of aboriginal teachers, and contribute to the maintenance of a stable, representative teaching force.

Source:

Aurora College TEP Graduate Database

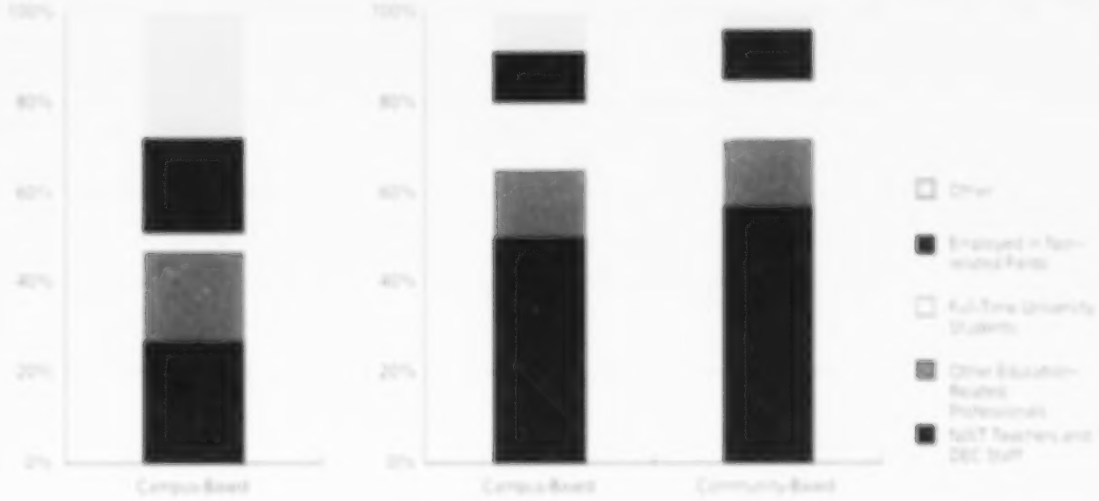
Notes:

1. Information is based on a small, independent database, updated annually by ECE Consultant, Teacher Training.



Employment Status of TEP Graduates in 2000-2001 School Year

Year of Graduation	1969 to 1989		1990 to 2000			
	Campus		Campus		Community Based	
Category	Actual	Percent	Actual	Percent	Actual	Percent
NWT Teachers and DEC Staff	27	27%	23	50%	27	57%
Other Education-Related Professionals	20	20%	7	15%	7	15%
Full-Time University Students	4	4%	7	15%	6	13%
Total Retained	**51**	**51%**	**37**	**80%**	**40**	**85%**
Employed in Non-related Fields	21	21%	5	11%	5	11%
Other	27	29%	4	9%	2	4%
Total Graduates (192)	99		46		47	



Employment Status of TEP Graduates in 2000-2001 School Year

Year of Graduation	1969 to 1989		1990 to 2000			
	Campus		Campus		Community Based	
Category	Actual	Percent	Actual	Percent	Actual	Percent
NWT Teachers and DEC Staff	27	27%	23	50%	27	57%
Other Education-Related Professionals	20	20%	7	15%	7	15%
Full-Time University Students	4	4%	7	15%	6	13%
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Other	27	29%	4	9%	2	4%
Total Graduates (192)	99		46		47	

13 Educators – *Certification of Principals*

Since 1999, the Course Principal has been an aboriginal educator.

In 1986, the Ontario Institute for Studies in Education (OISE) designed and delivered the first NWT Principal Certification Program in Toronto. Beginning in 1990, the program moved to Yellowknife and has since been delivered each summer in different locations in Nunavut and in the NWT. In July 1999, it was renamed the NWT Educational Leadership Program. While principals are required to take the program for certification, others are attracted by the opportunity to develop more general leadership skills. Between 1990 and 2001, 344 people have taken part in the program, including 174 who completed requirements for principal certification.

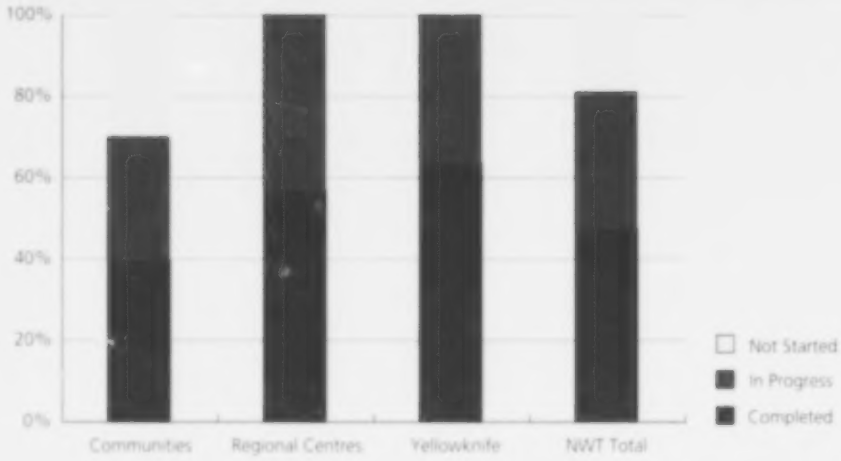
The *Education Act (1996)* now requires all principals to be certified or to complete the training within 2 years of their appointment. This is a change from prior legislation, which only mandated certification for principals of schools with more than 100 students. The *Act* also requires principals to re-certify every five years. This involves participating in a minimum of 40 hours of professional development in the area of educational administration, in addition to meeting requirements for teacher re-certification.

Although participation in the program continues to increase, a high rate of principal turnover means that there is a continuing need to offer certification. Of the 174 educators who received certificates, 23 were employed as NWT principals in the 2000-01 school year. This represents about half (48%) of the total 48 principals. Another 33% were working towards attaining certification, and 19% had not yet begun the certification process.

In communities, 40% of principals were certified in 2001, compared to 34% in 1999. The majority of principals in communities were either in the process of training (30%), or had not yet started the program (30%). Most schools with less than 100 students are in the communities, which experience a higher rate of principal turnover, and their replacements may be hired before they have begun the program. One way of moderating the effect of principal turnover is to support more aboriginal teachers to complete certification and take on the leadership role in the school in their home community.

Compared to communities, the regional centres and Yellowknife have larger schools and a lower rate of turnover among principals. They also have more potential for selecting new principals from among applicants who are already certified. In these locations, everyone employed as a principal in 2001 has either been certified or is in the process of training. Yellowknife has the largest proportion (64%) of certified principals, compared to 57% in regional centres.

The NWT Educational Leadership Program continues to evolve. Aboriginal and other northern educators have become part of the development team, and play an integral role in program development and delivery. Cultural relevance of the program has been increased through initiatives such as elders-in-residence. The program will continue to prepare individuals for leadership roles in both the Northwest Territories and in Nunavut.



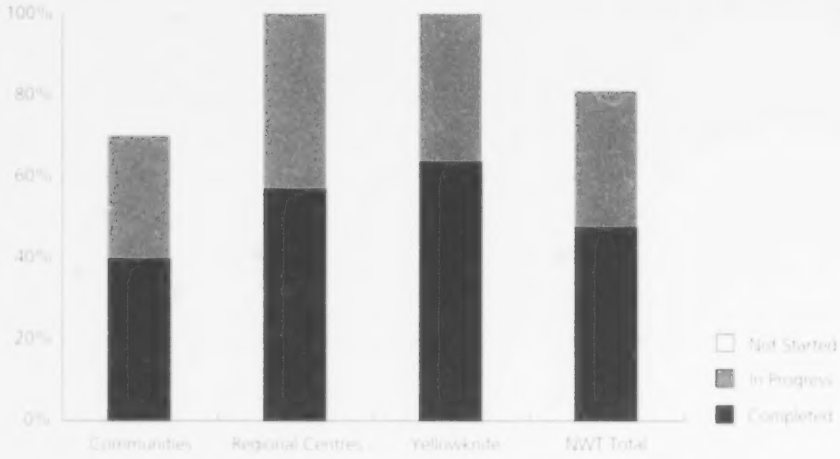
Source:
Case Management Administration System (CMAS)

Certification Status of NWT Principals, 2000-01

	Completed	In Progress	Not Started	Total
Communities	12	9	9	30
	40%	30%	30%	63%
Regional Centres	4	3	0	7
	57%	43%	0%	15%
Yellowknife	7	4	0	11
	64%	36%	0%	23%
NWT Total	23	16	9	48
	48%	33%	19%	

Notes:

1. Ratio is based on the number of certified principals as a proportion of all NWT principals.
2. "Completed" includes principals who have successfully completed two classroom components (Phase I & II) as well as both practicums.
3. "In progress" includes principals who have started the program but have yet to complete one or more of the required components.



Certification Status of NWT Principals, 2000-01

	Completed	In Progress	Not Started	Total
Communities	12	9	9	30
	40%	30%	30%	63%
Regional Centres	4	3	0	7
	57%	43%	0%	15%
Yellowknife	7	4	0	11
	64%	36%	0%	23%
NWT Total	23	16	9	48
	48%	33%	19%	

Source:
Case Management Administration System (CMAS)

Notes:
1. Ratio is based on the number of certified principals as a proportion of all NWT principals.
2. "Completed" includes principals who have successfully completed two classroom components (Phase I & II) as well as both practicums.
3. "In progress" includes principals who have started the program but have yet to complete one or more of the required components.

14 Funding for Teachers – *Pupil Teacher Ratio*

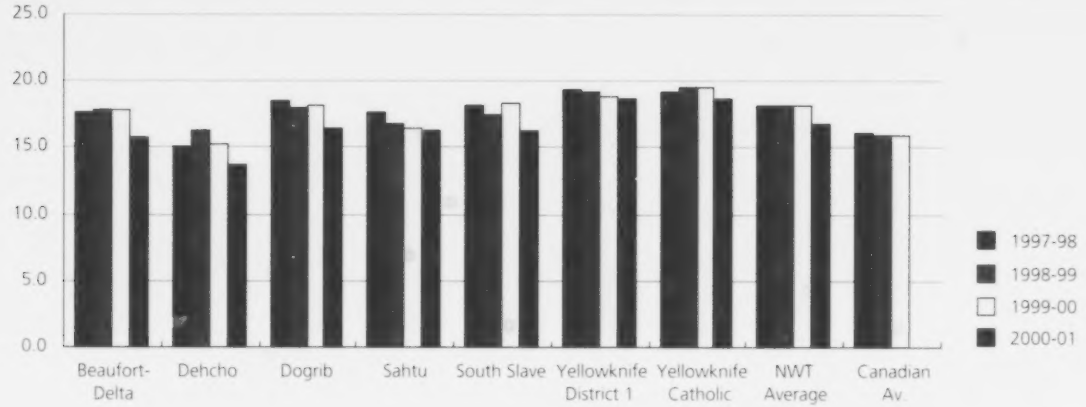
Lower than expected enrolment figures have allowed the department to advance targeted reductions in PTR by one year.

The Pupil Teacher Ratio (PTR) is a consistent measure used by all provinces and territories in Canada to measure and compare resource allocations for K-12 school programs. In the NWT, the PTR is determined by dividing the total number of Full Time Equivalent (FTE) students in the NWT, by the total number of teachers in all schools. Regular classroom teachers, principals, assistant principals and program support teachers are counted in the PTR. Aboriginal Language Specialists, education assistants and school-community counselors are not counted in the PTR.

In 1999-00, a national study determined that the average pupil teacher ratio in the NWT was 18.1 to 1. The Canadian average was 16 to 1. On January 22, 2000, in a Memorandum of Agreement with the NWT Teachers' Association, the GNWT agreed to table legislation that would achieve an average NWT PTR of 16 to 1 by 2003-04. On March 31, 2000, the Legislative Assembly amended the *Education Act*, calling for an incremental reduction in the overall territorial PTR over 4 years. Funding for 2000-01 was based on an overall NWT PTR of 17.5 to 1. However, lower than expected enrolment figures for that school year resulted in an average PTR of 16.8.

A funding allocation formula is used to determine the amount the department contributes to each board. Schools are funded on the principle that all students should have equitable access to education. Elementary and high schools of the same size are funded for the same number of teachers. Small schools require proportionately more funding for teachers and may have lower PTR than larger schools to deliver the same school program. For example, offering senior high programs in small communities requires that they be staffed with a minimum number of qualified teachers. Because of the small number of students, this can result in smaller class sizes. This effect is most apparent in the Dehcho, where the PTR is 13.7.

Funding for the 2001-02 school year was based on a PTR of 16.5 to 1. The goal of 16.0 to 1 will be reached in 2003-04.



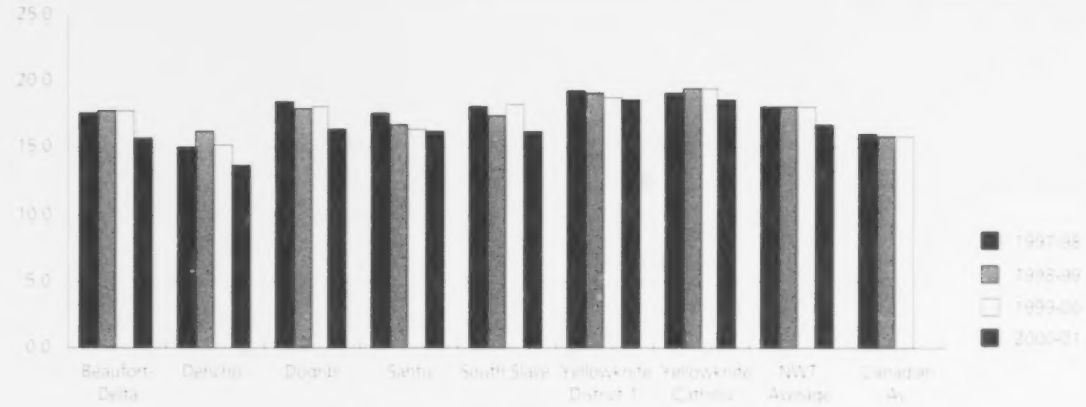
Full-time Equalivent Students per Funded Teacher

	1997-98	1998-99	1999-00	2000-01
Beaufort-Delta	17.7	17.8	17.8	15.8
Dehcho	15.0	16.2	15.3	13.7
Dogrib	18.5	18.0	18.1	16.5
Sahtu	17.6	16.8	16.5	16.2
South Slave	18.1	17.4	18.3	16.2
Yellowknife District 1	19.4	19.2	18.9	18.6
Yellowknife Catholic	19.1	19.5	19.6	18.6
NWT Average	18.2	18.1	18.1	16.8
Canadian Av.	16.0	16.0	16.0	

Source:
School Contributions and Enrolment Data – Management Services

Notes:
1. FTE as defined in the School Funding Formula.
2. Teachers include regular classroom teachers, principals, assistant principals and program support teachers. Aboriginal Language/Cultural Specialists, teaching assistants and school community counselors are not counted as part of the PTR.

Pupil Teacher Ratio



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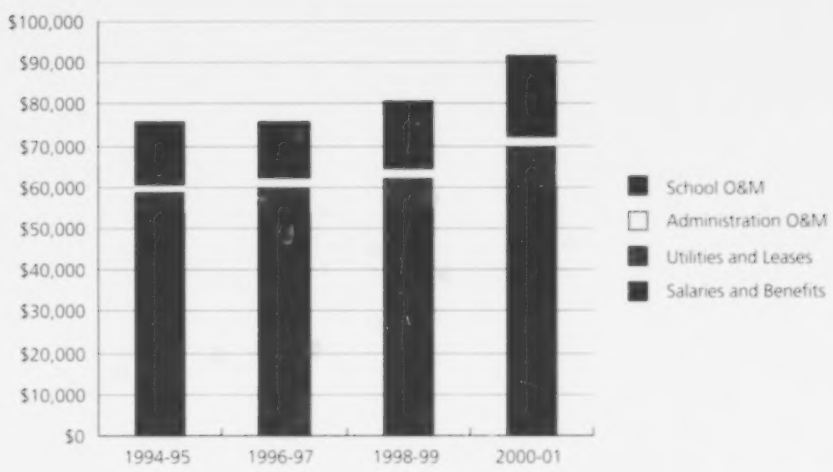
15 Expenditures on Education – *Total Operating Contributions*

Funding for total operating contributions increased by $11 Million in 2 years.

In 2000-01, the total Operations and Maintenance (O&M) contributions to jurisdictions, including GNWT and local taxes, were an estimated $92 million. Total contributions were distributed as follows: $61 million (66%) for salaries and benefits, $9 million (9%) for utilities and leases and $22 (25%) for O&M. Contributions for O&M include $2 million (3%) for Administration and $20 million (22%) for Schools. Administration O&M includes DEC/DEA trustee costs such as travel, but does not include the Department of Education, Culture and Employment's expenses. School O&M includes items such as materials, resources, grade extensions, and student transportation.

While the distribution of funds remains similar, total contributions have increased from 1999 by $11 million. This includes an additional $6 million in salaries and benefits, $1.7 million in utilities and leases and $3.5 million in School O & M. At the same time, Administration O&M was reduced by $200 thousand. The 2% increase in School O&M reflects forced growth.



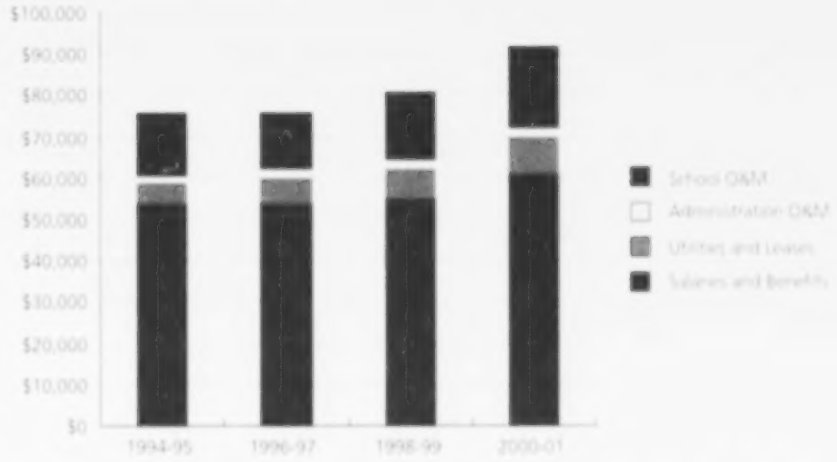
Total Operating Contributions (Thousands)

	1994-95	1996-97	1998-99	2000-01
Salaries and Benefits	54000	54000	55000	61000
	71%	71%	68%	66%
Utilities and Leases	4600	5800	7300	9000
	6%	8%	9%	9%
Administration O&M	1900	2200	2200	2000
	3%	3%	3%	3%
School O&M	15500	14000	16500	20000
	20%	18%	20%	22%
Total	76000	76000	81000	92000

Source:
School Contributions – Management Services

Notes:
1. School year, July – June contributions to boards.

Total Operating Contributions



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Total	76000	76000	81000	92000

Source:
School Contributions - Management Services

Notes:
1. School year: July - June contributions to boards.

16 Expenditures on Education – *K-12 Facilities*

Since 1999, the emphasis in project planning has been on renovating and upgrading existing space.

This indicator represents a "snapshot" of capital expenditures over a 5-year period. Capital projects take an average of 5 years to complete, from the initial planning stage through designing and final construction. Since costs increase significantly at each successive phase of a project, money spent in a short time does not adequately reflect trends in capital expenditures. The Department will continue to track data in order to formulate a comprehensive analysis of capital spending over a 10-year period.

Historically, the school-aged population in the NWT grew steadily, and subsequently additional space was required to accommodate an increasing number of students. Most available capital was needed for expanding existing schools and for constructing new facilities to keep up with this forced growth. But this is no longer the case. By 1999, school enrolments had levelled off. Since then, the emphasis in project planning has been on renovating and upgrading existing space.

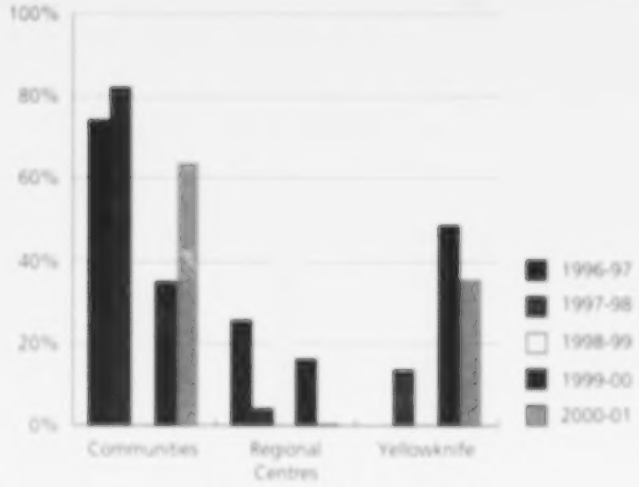
From 1997 to 2001, the Government of the Northwest Territories spent $67.6 million in capital expenditures, an average of over $13.5 million each year. During this 5-year period, the greatest proportion (58%) was spent on schools in communities, 22% in regional centres and 20% in Yellowknife.

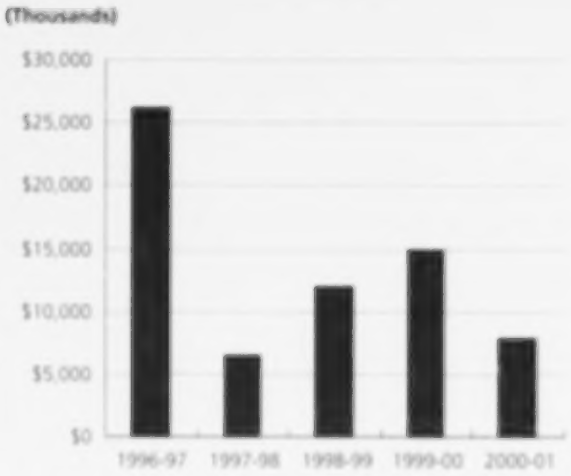
Communities received $39.4 million to meet their capital needs over the past 5 years, including replacing the school that burned in Fort McPherson (1997) and building additions in Fort Liard (2001). The large proportion of capital expenditures in communities, compared to regional centres and Yellowknife, reflects the changing demographics of the student body. Population growth in communities was moderate during this period, and in general no new space was required for elementary classrooms. However, the implementation of grade extensions in small communities resulted in significant increases in student enrolments at the senior secondary level. Not only were additional classrooms needed to accommodate growing numbers of students in Grades 10 to 12, but specialized facilities such as science labs, career and technology suites, and gymnasiums were also required for program delivery. The majority of grade extensions were implemented prior to 1999, and capital expenditure for communities have correspondingly decreased.

Regional centres were allocated $14.9 million for capital expenditures over 5 years. No new construction was required during this period, as the total population remained stable and the number of students attending Grades 10 to 12 in regional centres decreased as a result of grade extensions in smaller communities. Although there is sufficient space to accommodate the total number of students, many of the buildings in Fort Smith, Hay River and Inuvik are aging. Increased expenditures in 1999 and 2000 were primarily for renovations to P.W. Kaeser High School in Fort Smith and Princess Alexandra School in Hay River.

Yellowknife received $13.3 million for capital expenditures during the same period. Increased expenditures in 1999 and 2000 reflect design and construction dollars for renovations to Sir John Franklin High School.

The primary focus will continue to be upgrades and renovations to existing facilities.



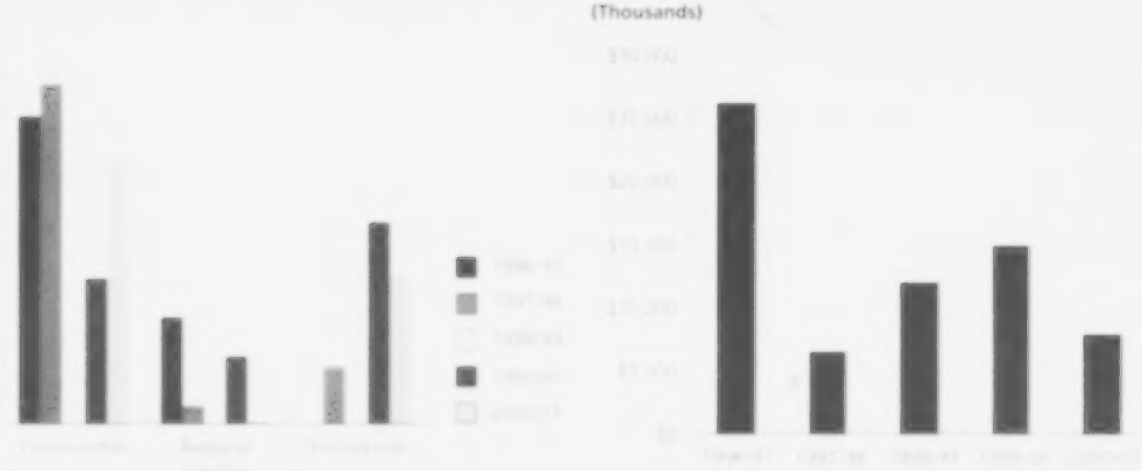


Capital Expenditures: K-12 Facilities (Thousands)

	Communities	Regional Centres	Yellowknife	NWT Total
1996-97	19579	6687	0	26266
	75%	26%	0%	
1997-98	5373	272	880	6525
	82%	4%	14%	
1998-99	4214	5450	2329	11993
	35%	45%	19%	
1999-00	5261	2410	7318	14989
	35%	16%	49%	
2000-01	5016	43	2814	7873
	64%	1%	36%	

Source:
Financial Information System

Notes:
1. Actual expenditures (including post-closing adjustments)



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2000-01	5016	43	2814	7873

17 Expenditures on Education – *Cost Per Student*

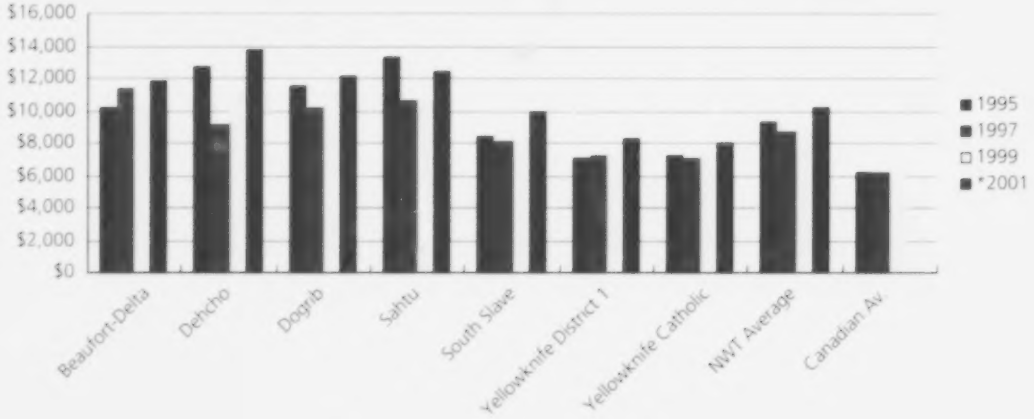
The NWT expenditure remains about 50% higher than the average cost of education per Canadian student.

The average cost of educating a student in the NWT was approximately $10,200 in 2001. While annual fluctuations reflect the relatively small student population in the north, calculated over a 7-year period (1995 to 2001) the average cost is $9,300 per student. The NWT expenditure remains about 50% higher than the average cost of education per Canadian student, which is approximately $6,400 (latest figure available is for 1999-00). Only Nunavut and the Yukon have higher per student expenditures. Some factors contributing to the high costs are vast distances and the isolation of communities, high costs of living for staff, high freight costs for supplies and the costs related to travel.

Expenditures per student in the Beaufort-Delta, Dehcho, Dogrib and Sahtu have remained consistently higher than the NWT average. In the Dehcho, Dogrib and Sahtu regions, these higher costs reflect enrolments of less than 1,500. Variations in contribution figures, based on changing enrolments in these small regions, bring about significant fluctuations in expenditure per student from year to year. The average cost for the three smallest boards, calculated over a seven-year period (1995-2001), was approximately $11,600. The expenditure per student in the Beaufort-Delta is slightly lower ($10,900) than that of the smaller DECs, but here the high cost of education is due more to location than to size.

In the South Slave, Yellowknife Education District #1, and the Yellowknife Catholic Schools, expenditures per student have remained consistently lower than the NWT average. The average cost of educating a student in Yellowknife was $7,500 per year over the 7-year reporting period. Although higher in comparison to Yellowknife, the South Slave also benefits from lower expenditures, averaging $8,700 per student over 7 years. Each of these three jurisdictions incurs lower per student expenditures due more to geographic location than to size.

In recent years (1998 through 2000) expenditures have increased annually across Canada by approximately $100 per student. By comparison, per student expenditures across the NWT increased by about $1,000 to $2,000 from 1999 to 2001. Through changes to the *Education Act*, the Department has been legislated to reduce the average Pupil Teacher Ratio across the NWT to 16.0, and to increase funding for student support to 15% of total school contributions. These initiatives were implemented in 1999-00 and will continue to be reflected in per student expenditures over the next few years.



Cost Per Student

	1995	1997	1999	*2001
Beaufort-Delta	10,200	11,400	10,200	11,800
Dehcho	12,800	9,200	11,400	13,800
Dogrib	11,600	10,200	11,300	12,200
Sahtu	13,400	10,700	10,700	12,400
South Slave	8,500	8,100	8,300	10,000
Yellowknife District 1	7,100	7,300	7,400	8,300
Yellowknife Catholic	7,300	7,100	7,400	8,000
NWT Average	9,400	8,800	8,900	10,200
Canadian Av.	6,200	6,200	6,400	6,400*

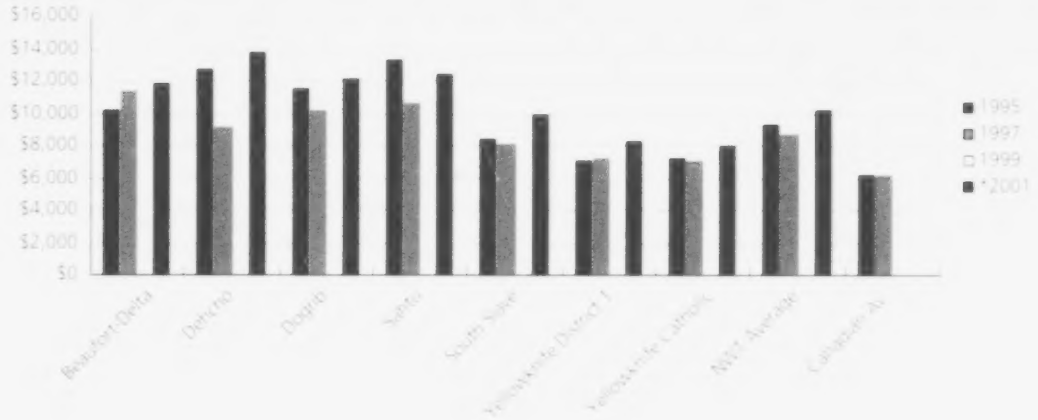
* Based on 1999-00 expenditures

Source:

School Contributions and Enrolment Data – Management Services

Notes:

1 Yellowknife DEA amounts are shown at 100% of formula funding



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Sahtu	13,400	10,700	10,700	12,400
South Slave	8,500	8,100	8,300	10,000
Yellowknife District 1	7,100	7,300	7,400	8,300
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* Based on 1999-00 expenditures

Source:
School Contributions and Enrolment Data
- Management Services

Notes:
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18 Expenditures on Education – *Designated Funding*

GNWT Contributions for Inclusive Schooling increased 26% from 1999 to 2001.

The yearly Operating and Maintenance contributions received by Divisional Education Councils and District Education Authorities include contributions for Inclusive Schooling and Aboriginal Languages. In 2001, these totalled $9.1 million for inclusive schooling and $5.6 million for Aboriginal Languages. Additionally, jurisdictions received Canadian Heritage Funding from the Government of Canada, including $525,000 for Aboriginal Languages and $676,000 for French Language.

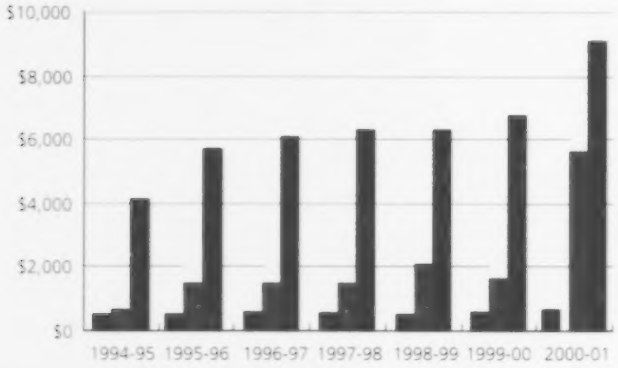
In 2001 contributions for Inclusive Schooling increased 26% over 1999. These additional funds result from a change in the *Education Act*, which legislates the Department to increase funding for student support services from 8.2% to 15% of total school contributions by April 1st, 2003. Inclusive Schooling funding is designated to provide programs, resources and services to support the membership, participation and learning of all students in regular classrooms and other school activities.

Total contributions for Aboriginal Languages in 2001 were about $6.1 million, including $5.6 million (91%) territorial funding and $.5 million (9%) federal funding. The increase in territorial funding from 1999 reflects a change in reporting, rather than provision of additional resources. In 2000-01, funding for Aboriginal Language Specialists and Education Assistants was moved from the category "Territorial Schools" to "Aboriginal Languages". At the same time, Canadian Heritage Funding for Aboriginal Languages increased 10% over the 2-year period. Formula funding for Aboriginal Languages is calculated on the number of aboriginal students enrolled in a jurisdiction and allocated in addition to a fixed base sum. These funds enable jurisdictions to offer Aboriginal Language Programs and Cultural Programs.

The federal government, through its Canadian Heritage program, is the sole funding source for French Language programs. Contributions to the Boards for French programs totalled $836,000 in 2000-01. This amount includes $230,000 for the governance of the new French Education Board *Commission scolaire francophone de division*. The *Commission* did not receive any GNWT funding for its implementation. The new NWT-Canada Official Language in Education (OLE) French Agreement 2000-03 guarantees an amount of $868,000 for each of the three years for French programs in the NWT (including part of Departmental French O&M and Salaries) and, in addition, a NWT-Canada Special Measures Agreement for French first language Governance 2000-04 guarantees an amount of $1 million over 4 years.

Negotiations for a new OLE CMEC/Canada Protocol (2003-08) are in progress. Because of the complexity of these negotiations, temporary measures from Canadian Heritage are expected for 2003-04. Formula funding for the initial year will likely include the same base level of funding as in 2002-2003 ($868,000), and an additional $198,000 through Special Measures.

(Thousands)



Source:

Territorial Funding: School Contributions – Management Services
ECE Contribution Agreements

Notes:

1. Territorial Funding School year, July - June contributions to boards.
2. Governance is not included.

Expenditures on Education - Designated Funding

Territorial Funding (Vote 1)

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Aboriginal Languages	677	1522	1530	1493	2110	1642	5635
Inclusive Schooling	4140	5717	6093	6303	6305	6739	9079

Federal Funding (Vote 4)

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Aboriginal Languages	616	646	600	470	500	475	525
French Language Programs*	558	519	607	570	461	772	837

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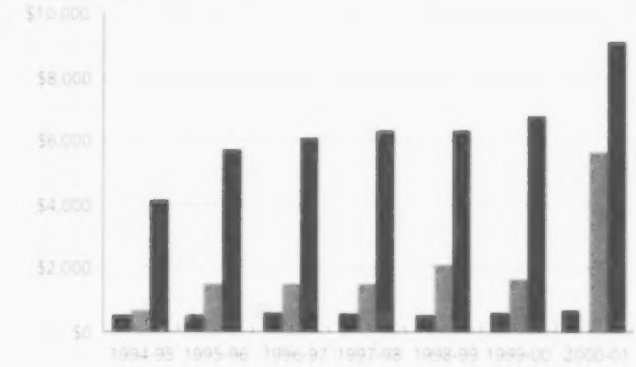

Source:
Territorial Funding: School Contributions – Management Services
ECE Contribution Agreements

Notes:
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19 Aboriginal Language Programs – *Participation*

49 percent of students enrolled in Kindergarten to Grade 9 participate in Aboriginal language programs.

NWT parents expect schools to do their part in helping children and young adults learn about their culture and develop or retain the ability to speak their own language. They feel that this supports students in gaining a better appreciation for the various cultural groups within the NWT and helps aboriginal students develop greater pride in themselves and their heritage. The Department places strong emphasis on supporting communities to achieve their language, culture and heritage goals. Perhaps the greatest advance in this area has been the development of curricula that broadens the understanding of the cultures of the NWT.

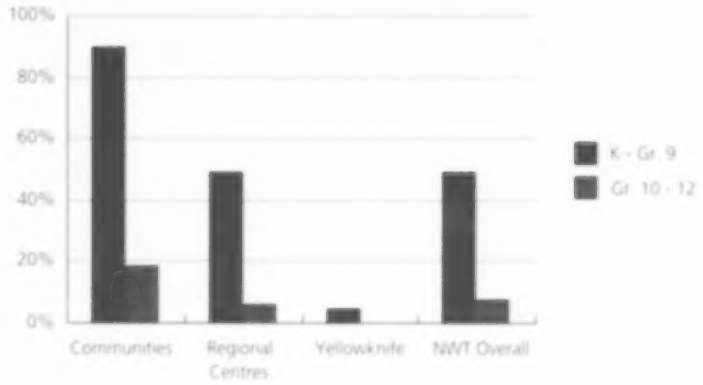
The majority of communities in the NWT offer Aboriginal language programs. Instructional time averages 120 minutes a week for second language programs (L2). The emphasis in language instruction is on oral traditions in the primary grades, but reading and writing are often introduced in Gr. 4 to 6. Overall, 49% of students enrolled in Kindergarten to Grade 9 participated in Aboriginal second language programs in 2001. Additionally, 8% of high school students were enrolled in an Aboriginal language credit course that year.

In communities, 90% of students from Kindergarten through Grade 9 participated in Aboriginal language programs. Nineteen percent of high school students were enrolled in credit courses in an Aboriginal language, in which they receive 200 minutes of instruction a week. Chief Jimmy Bruneau School in Rae-Edzo, and Chief T'Selihye School in Fort Good Hope offered locally developed credit courses in Dogrib 10-20-30 and Slavey 10-20-30 respectively. Other communities reported that their Northern Studies program includes an Aboriginal language component. Where language courses are not offered at Gr. 10 - 12, students are able to challenge the credits.

Forty-nine percent of students enrolled in Grades K - 9 in a regional centre participated in Aboriginal language programs in 2001. Every student has the option of enrolling in either an Aboriginal or French second language program, and a few are given the additional choice of taking English as a second language (ESL). Samuel Hearne Secondary School in Inuvik offered locally developed credit courses in Inuvialuktun 10-20-30 in 2001. Each regional centre has a diverse aboriginal population, and schools are faced with the difficult task of deciding which language(s) to focus on in an academic year.

Yellowknife is a multilingual community, which historically has placed greater emphasis on providing French language programs in its schools. Access to Aboriginal languages is currently limited to students attending Ndilo Community School (K-Gr. 3) and Weledeh (Gr. 4-8) where the Aboriginal program parallels French. Neither high school delivered credit courses in Aboriginal languages in 2001. Aboriginal cultures are integrated into school programs through use of Dene Kede and Inuuqatigiit in elementary grades, and through components of Outdoor Education and CTS at Grades 10 -12.

Training and retention of staff plays a critical role in delivery of Aboriginal language and cultural programs. Curricula, high quality resources, and adequate funding are needed to support program delivery, and systematic monitoring of programs is required to ensure quality of instruction. Parents, schools and communities need to work together to offer these supports to aboriginal language programs.



Percent of Students Participating in Programs, 2001

	K - Gr. 9	Gr. 10 - 12
Communities	2594	131
	90%	19%
Regional Centres	887	30
	49%	6%
Yellowknife	148	0
	5%	0%
NWT Overall	3692	161
	49%	8%

Source:
Department of Education, Culture and Employment, GNWT

Notes:
1. Participation is based on the actual number of students registered in a French second language course, or enrolled in a French first language or immersion program.
2. Based on programs offered in the 2000-01 academic year.

Percent of Students Participating in Programs, 2001

	K - Gr. 9	Gr. 10 - 12
Communities	2594	131
	30%	19%
Regional Centres	887	30
	43%	6%
Yellowknife	148	0
	5%	0%
NWT Overall	3692	161
	44%	8%

20 French Language Programs – *Participation*

Six communities in the NWT offer a range of programs and courses in French.

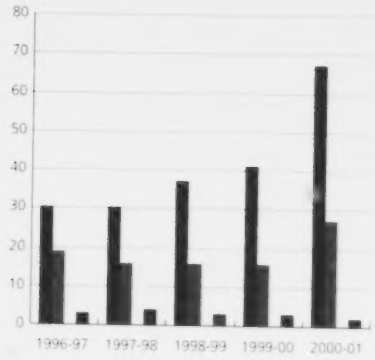
French is one of the official languages of the NWT. Six communities in the NWT offer a range of programs and courses in French. The federal government, through its Canadian Heritage Financial Assistance Program, funds all French language programs. French second language courses are offered most frequently, but French first language and immersion programs are available in some locations. In total, 3,535 students participated in French programs in 2001, representing 37% of all students enrolled in K - 12 schools in the NWT. That proportion is similar to participation in 1999.

The majority (79%) of NWT students who are participating in French, are studying French as a second language (FSL) in elementary and secondary schools. This program is often referred to as the 'core French' program. FSL is available in Yellowknife, Fort Smith, Norman Wells, Inuvik, Hay River, and Fort Simpson. In some communities, students in Kindergarten to Grade 9 are given a choice of taking an Aboriginal or French second language. Approximately 2,800 students participated in FSL programs in 2001. Relatively few (6%) were enrolled in French second language programs in Grades 10 to 12, compared to Kindergarten to Grade 9. The decrease in participation at the high school level is likely because a second language is not required for graduation. On average, 60 hours of instructional time is devoted to FSL, but this ranges from 40 to 100 hours per year. Research and experience indicate that a minimum of 90 hours of instruction per year is necessary for effective learning to take place.

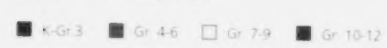
Another 18% of students who are participating in French are enrolled in immersion programs, which are only available in Yellowknife. There are two types of immersion programs: Early Immersion starts at Kindergarten or Grade 1 and continues through Grade 12, while Middle Immersion goes from Grades 4 to 12. In 2001, there were 623 students enrolled in French immersion programs in Yellowknife. While the number of students enrolled in immersion programs remained stable over a five-year period from Kindergarten to Grade 3, enrolments at other levels increased by 21% (grades 4-6), 29% (grades 7 to 9) and 64% (grades 10 to 12) respectively compared to 1997. On average, students spend about 60% (600 hours) of their time in French, but this can vary from as much as 100% in Kindergarten or Grade 1, to about 40% in Grades 10 to 12.

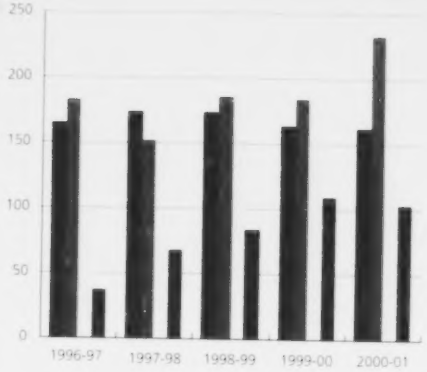
The remaining 3% of students are enrolled in French first language (FFL) programs. In these programs, the language of instruction for all subjects is French, except for English language arts which is taught from Grade 3. Student eligibility for these programs is based on the right of French first language instruction as outlined in Section 23 of the Canadian Charter of Rights and Freedoms. FFL programs have been offered in Yellowknife since 1989, and in Hay River beginning 1999. A total of 103 students, in two locations, participated in FFL programs in 2001. The numbers remain small, and fluctuations reflect mobility of the total francophone population.

Teacher recruitment and retention plays a critical role in the delivery of French language and cultural programs. It is sometimes difficult to find bilingual teachers and classroom assistants who are willing to teach in the north, and particularly in smaller communities. On-going program and staff development is needed to support existing staff in order to have more widespread and effective French language instruction. The current protocol for securing federal funding for French language programs, effective 1999 through 2003, contributed to greater continuity of programming from one year to the next. Negotiations for renewal of this protocol are currently underway.

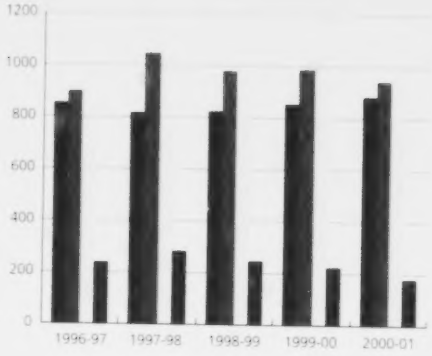


French First Language





French Immersion

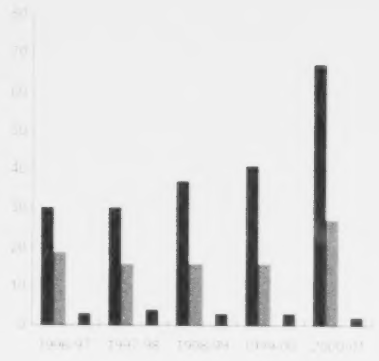


French Second Language

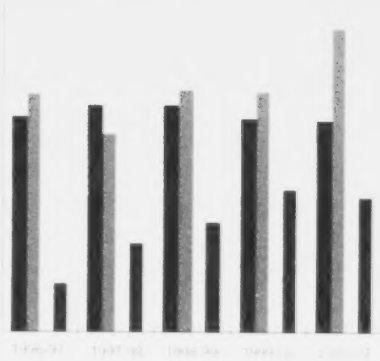
Source:
Department of Education, Culture and Employment, GNWT

Note:
1. Participation is based on the actual number of students registered in a French second language course, or enrolled in a French first language or immersion program.
2. Based on programs offered in the 2000-01 academic year.

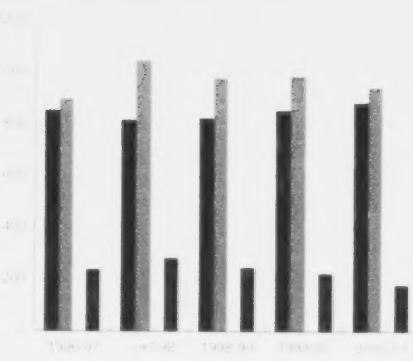
	French First Language					French Immersion					French Second Language				
	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01
K-Gr.3	30	30	37	41	67	164	173	173	163	162	850	817	820	855	884
Gr. 4-6	19	16	16	16	27	183	152	185	184	233	895	1044	975	986	942
Gr. 7-9	9	16	6	6	7	69	78	115	150	125	690	749	817	830	803
Gr. 10-12	3	4	3	3	2	37	68	84	109	103	236	279	241	221	180
Total	61	66	62	66	103	473	471	557	606	623	2680	2869	2853	2892	2809



French First Language



French Immersion



French Second Language

Source:
Department of Education, Culture and Employment, GNWT

Note:
1. Participation is based on the actual number of students registered in a French second language course, or enrolled in a French first language or immersion program.
2. Based on programs offered in the 2000-01 academic year.

	French First Language					French Immersion					French Second Language				
	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01	1996-97	1997-98	1998-99	1999-00	2000-01
K-Gr.3	30	30	37	41	67	164	173	173	163	162	850	817	820	855	884
Gr. 4-6	19	16	16	16	27	183	152	185	184	233	895	1041	975	986	942
Gr. 7-9	9	16	6	6	7	89	78	115	150	125	699	749	817	830	803
Gr. 10-12	3	4	3	3	2	37	68	84	109	103	236	279	241	221	180
Total	61	66	62	66	103	473	471	557	606	623	2680	2889	2853	2892	2809

21 Computers and Learning – *Internet Traffic*

With the infrastructure in place, the focus is moving towards realizing the potential of technology.

The Digital Communication Network (DCN) provides Internet connections for government offices, community learning centres and schools. Additionally, computers in libraries, and in virtual libraries, provide the public with Internet access in many communities. Since January 2000, all communities in the Northwest Territories have had access to the Internet. With the infrastructure now in place, the focus is moving towards realizing the potential of technology.

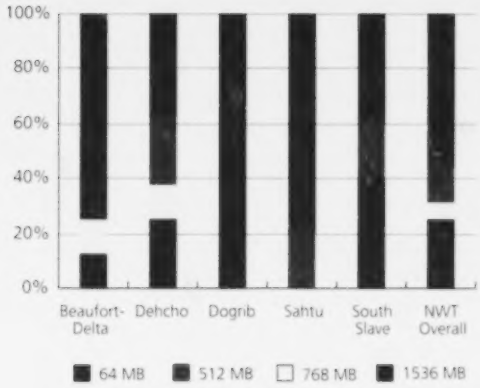
The amount of Internet traffic that is possible in a given community is controlled by the available bandwidth. In general, the more bandwidth there is, the more Internet traffic can flow into (downloads) or out of (uploads) a community. Terrestrial (land) lines are usually required to provide wider bandwidth to communities. The installation of landlines is costly, especially in small, remote communities. In other communities, ecological concerns impact decisions about installation. For example, Fort Smith continues to rely on satellite connections, for fear that microwave signals would interfere with the whooping crane population in the area.

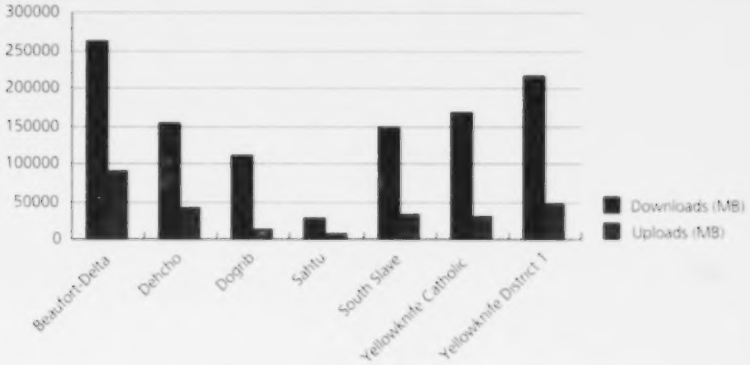
Although bandwidth is controlled by location and not by the size of a community, population determines the effectiveness of the bandwidth in serving the needs of the community. Small communities, with fewer people accessing the Internet at peak times, are less restricted by narrower bandwidth. For example, both Wrigley and Aklavik have only 64 Kilobytes (KB) of bandwidth. A user in Wrigley, with a total population of approximately 193, is less likely to face traffic congestion on the Internet than a user in Aklavik, with almost 4 times the population (738) using the same space. By comparison, fewer than 50 people live in Kakisa and share 768 KB of bandwidth. Yellowknife, located in the hub of the DCN, is part of the fibre-optic Municipal Area Network (MAN) and so shares none of the limitations of satellite communication.

Internet traffic can be a measure of the amount of use of electronic communication. Traffic reported in this indicator reflects use by combined education sites. Together, these sites used about 1,364,000 Megabytes of Internet traffic in the 2000-01 academic year. On average, the ratio of downloads to uploads in the NWT was approximately 4:1, compared to a national standard of 3:1. This difference largely reflects traffic congestion.

Internet traffic can be as much a measure of congestion, as of effective use of electronic communication. At peak times, users in mid-sized communities with narrow pipes (such as Aklavik), will need more time to upload or download information on the Internet, and they will experience more occurrences of messages not getting through on first try. Most systems are set up to automatically re-send failed messages – each time creating more congestion, and using up more air time. The same message, sent from a different location, could generate much less traffic. Congestion costs time and has a significant impact on students' ability to use the Internet effectively.

Community location and population have a significant impact on the amount of Internet traffic generated by equal amounts of information exchange. Therefore, it cannot be assumed that the Beaufort-Delta region, which generated 354,401 KB of traffic, used the Internet more (or more effectively) than the Sahtu, which generated only 36,962 KB in the same year. Neither can it be assumed that schools use a consistent proportion of the Internet traffic generated in individual jurisdictions. In future publications, ECE will begin to assess and report on who uses the Internet, how and how much they use it for education related purposes.





Source:

Department of Education, Culture and Employment, GNWT

Note:

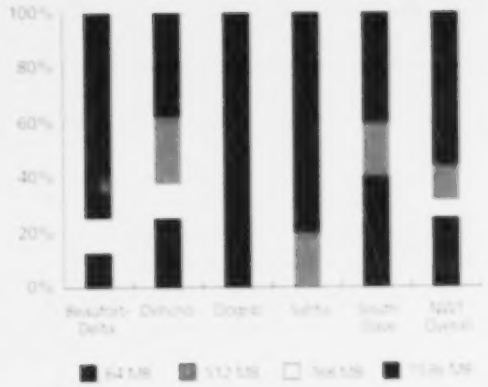
1. Enterprise is listed separately from Hay River for this access indicator.

Available Bandwidths for Communities

	64 MB	512 MB	768 MB	1536 MB
Beaufort-Delta	6	0	1	1
	75%	0%	13%	13%
Dehcho	3	2	1	2
	38%	25%	13%	25%
Dogrib	3	0	0	3
	50%	0%	0%	50%
Sahtu	4	1	0	0
	80%	20%	0%	0%
South Slave	2	1	0	2
	40%	20%	0%	40%
NWT Overall	18	4	2	8
	56%	13%	6%	25%

Internet Traffic by Board in 2001

	Downloads (MB)	Uploads (MB)
Beaufort Delta	262,826	91,575
Dehcho	155,169	42,078
Dogrib	110,231	14,255
Sahtu	28,932	8,030
South Slave	147,869	34,627
Yellowknife Catholic	169,809	32,733
Yellowknife District 1	216,221	49,985
NWT Total	1,091,057	273,283



Source:
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Note:
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	64 MB	512 MB	768 MB	1536 MB
Beaufort-Delta	6	0	1	1
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Dehcho	3	2	1	2
	38%	25%	13%	25%
Dogrib	3	0	0	3
	50%	0%	0%	50%
Sahtu	4	1	0	0
	80%	20%	0%	0%
South Slave	2	1	0	2
	40%	20%	0%	40%
NWT Overall	18	4	2	8
	56%	13%	6%	25%

Internet Traffic by Board in 2001

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Beaufort Delta	262,826	91,575
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NWT Total	1,091,057	273,283

22 Senior Secondary Schooling – *Participation in Online Learning*

Online courses are the newest method of delivery for motivated students.

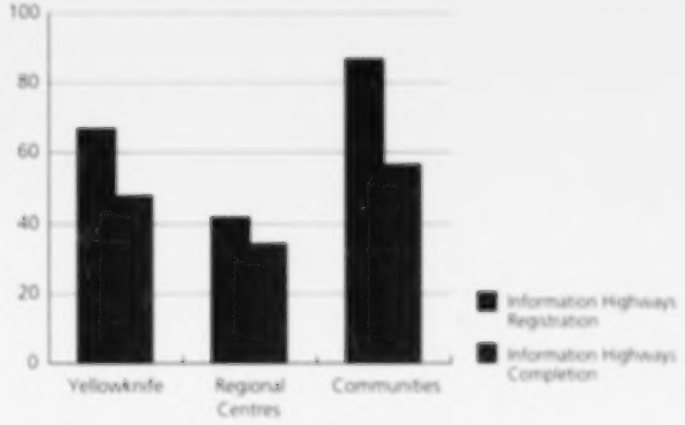
Over the past decade, the Department mandate was to provide access for all NWT students to senior secondary grades in their home community. This initiative was successfully completed by 1999. The challenge now is to provide students in all communities, and in particular to those with small high schools, equitable access to a range of quality programs. Online courses are the newest method of delivery for motivated students that wish to be part of a non-traditional, interactive community. They are ideal for communities where the small number of students in regular classrooms restricts the number of courses that can be offered through traditional delivery methods.

The Northwest Territories, through a partnership with Chinook College in Calgary, offered an introductory course to online learning for the first time in 2000-01. During this pilot year, 75 NWT teachers completed the online facilitators' training sessions, enabling courses to be taught in their schools. That year, one hundred and ninety-six (196) students registered in "Information Highways". Close to three-quarters (71%) of students who registered, successfully completed this five week compulsory introductory course and are eligible to enroll in core courses. There were 34 online core courses available in 2001, and that number is expected to increase to 65 by the 2002-03 academic year.

Community schools have fewer options, and this new method of course delivery appealed to teachers who wanted to offer more choices to small numbers of students. As a result, registration rates were highest in communities. Eighty-seven (87) students in small high schools registered in Information Highways in 2001. Because of staff inexperience, some students were registered who should not have been and subsequently dropped out because of course difficulties. Fifty-seven students (66%) in small high schools successfully completed Information Highways in the pilot year.

Larger schools have the resources to offer most courses in-house. Registration rates were therefore lower in Yellowknife and in the Regional Centres. In the five large high schools, 109 students registered in Information Highways in 2001, and 82 (75%) successfully completed this introductory course.

Online learning provides better access to secondary courses for all communities. It is a cost-effective method of course delivery, and its success rate is five times greater than correspondence courses. Still, online courses are considered to be more difficult than classroom courses and require dedication from the student coupled with professional support from the school. It is recommended that all students wishing to take online core courses must have achieved a grade of 70% in Information Highways and a grade average of 60%.



Source:

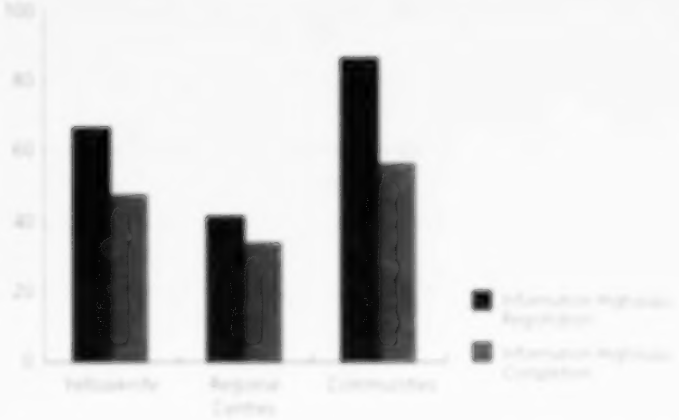
Chinook College, On-Line Learning Department

Notes:

1. Completion rate is based on the number of students who successfully completed the introductory course, as a proportion of the total students registered in that course.

Registration and Completion in Pilot Year

Jurisdiction	Registration	Completion
[illegible]	62	44
		72%
[illegible]	42	34
		81%
[illegible]	87	57
		66%
[illegible]	191	135
		71%



Source:
Arctic College, Online Learning Department

Notes:
1. Completion rate is based on the number of students who successfully completed the introductory course, as a proportion of the total students registered in that course.

Registration and Completion in Pilot Year

Jurisdiction	Registration	Completion
Yellowknife	67	48
		72%
Regional Centres	42	34
		81%
Communities	87	57
		66%
NWT Total	196	139
		71%

23 Senior Secondary Schooling – *Participation in Grades 10 to 12*

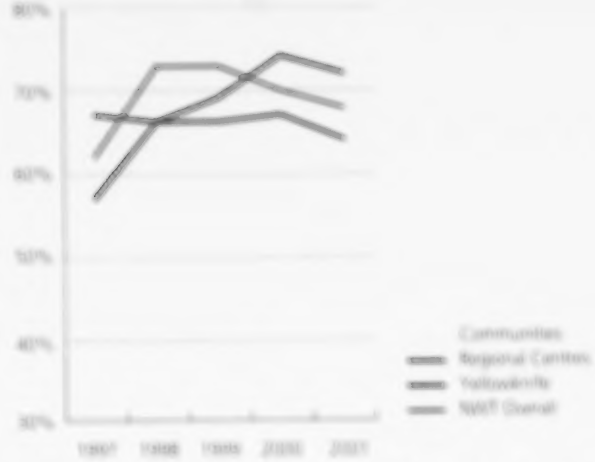
Sixty-four percent of the overall population aged 15 to 19 years participated in high school programs.

In 1993, Cabinet approved the Senior Secondary Policy to allow a maximum number of communities to access small schools funding for grade extensions. By 1999, this change in legislation resulted in 98% of NWT students having access to Grade 10 in their home community, 96% with access to Grade 11, and 92% with access to Grade 12. By comparison, a decade earlier only 73% of students had access to Kindergarten through Grade 12 in their home community.

With implementation of grade extensions complete, attention is now shifting towards measurement of the successes and challenges of high schools in all communities responding to a range of student needs, interests and abilities. Student participation rates are early indicators of that success. When young people can access relevant and appropriate programs in their home community, they are more likely to stay in school longer, or to return to school if they left before completion. These students then have the opportunity to attain higher levels of education and increase the likelihood of achieving their Grade 12 Graduation Diploma.

The largest increase in participation rates was for students in small communities. The proportion of 15 to 19-year-olds registered in courses in small high schools increased from 45% in 1997 to 58% in 2000. This increase was largely a result of implementation of grade extensions. In 2001, the percentage decreased slightly to 54%. Participation rates in regional centres and in Yellowknife also increased over the 5-year period beginning 1997 through 2001, and are converging at close to 70%. Ideally, participation rates for all community types should be about 80% of the overall population aged 15 to 19 years. As more students in school take full course loads, and achieve more credits per year, 20% of that population (the 19-year-olds) should already have graduated.

Education authorities will continue to support students to stay in school until they graduate, or otherwise complete their career and program plans. Authorities will search for creative solutions to the challenges of providing a range of high school programs in all schools. They will recruit teachers with a range of teaching abilities, and new partnerships will be formed with outside agencies to support youth and adults in the community to access a range of programs and to develop knowledge and skills in specialty areas. Computer technology and online learning have tremendous potential to support senior secondary programs. As online learning and other partnerships become more established, all communities will realize the full capacity for schools to offer quality programs to students with a range of interests and goals.



Participation Rate Based on Overall Population Aged 15 to 19 Years

	1997	1998	1999	2000	2001*
Communities	391	418	434	434	439
	48%	51%	56%	58%	54%
Regional Centres	462	474	512	516	516
	67%	68%	69%	74%	72%
Yellowknife	364	367	368	386	362
	62%	73%	73%	70%	68%
NWT Overall	1217	1259	1314	1336	1317
	57%	66 %	66%	67%	64%

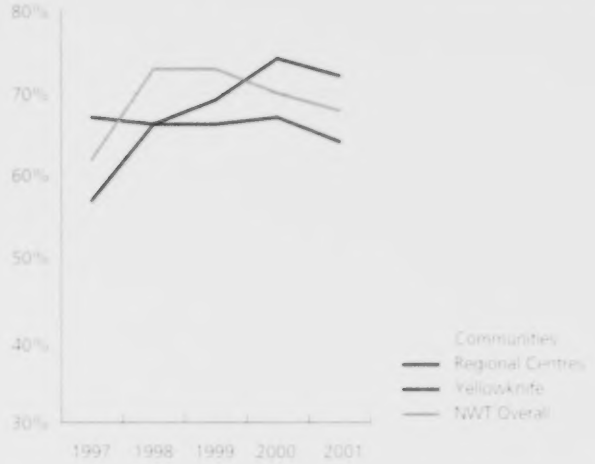
* 2001 participation rates based on July 1 population estimates.
These rates will be recalculated when 2001 population estimate break-downs become available.

Sources:

Case Management Administration System (CMAS)

Notes:

1. Participation rate is based on the total number of students 15 years of age and over, registered in one or more high school courses, as a percent of the overall population aged 15 to 19 years.
2. Excluded are students in grades 8 or 9 taking CTS courses and "banking" the credits. Excluded also are students enrolled at Aurora College or Private Studies but not in an NWT high school.
3. For 2001, participation rates are estimates based on 2000 population projections, as 2001 population data are not yet available.



Participation Rate Based on Overall Population Aged 15 to 19 Years

	1997	1998	1999	2000	2001*
Communities	502	633	634	680	639
	45%	57%	56%	58%	54%
Regional Centres	482	474	522	570	552
	67%	66%	69%	74%	72%
Yellowknife	863	947	920	886	862
	62%	73%	73%	70%	68%
NWT Overall	1847	2054	2076	2136	2053
	57%	66%	66%	67%	64%

* 2001 participation rates based on July 1 population statistics.
These rates will be recalculated when 2001 population estimate break-downs become available.

Source:
Case Management Administration System (CMAS)

Notes:
1. Participation rate is based on the total number of students 15 years of age and over, registered in one or more high school courses, as a percent of the overall population aged 15 to 19 years.
2. Excluded are students in grades 8 or 9 taking CTS courses and "banking" the credits. Excluded also are students enrolled at Aurora College or Private Studies but not in an NWT high school.
3. For 2001, participation rates are estimates based on 2000 population projections, as 2001 population data are not yet available.

24 Student Support – *Students Needing Supports and Students Receiving the Level of Support Required*

Teachers need support to meet the diversity of student needs.

Inclusive schooling is mandatory within the Northwest Territories school system, and ensures equal access for all students to educational programs offered in regular classroom settings. Many factors, some of which come from the community, the school, or the home, impact on the range of student strengths and needs within the classroom. Most students need additional encouragement and support from time to time. Some children have learning difficulties, developmental delays or disabilities that require one or more support services, on an ongoing basis, to help them learn.

The Student Support Needs Assessment (2000) was designed to examine the extent of the need for student support and the degree to which this need is currently being met. Through a classroom profile, teachers had the opportunity to indicate the number of students needing one or more supports, and the proportion of those students receiving the level of support required. Of the 9,619 students for whom data were collected, teachers reported that 47% (4,487) needed one or more supports. At the same time, they reported that currently 74% of those students (3,333) who needed additional support were receiving one or more services.

However, 26% (1,154) of all students who needed some type or level of additional support, were not receiving any supports or services beyond those provided to all students as part of the regular classroom program. Even among those students receiving some support, the need for additional services existed. The greatest disparity between student needs, and services provided, were for students identified as needing only one support. It is likely that limited resources for student support services are allocated first to students whose needs are the greatest – those requiring 3 or more supports. In Yellowknife, only 63% of students identified as requiring 3 or more services received that level of support. Here, it is most likely that the demand for services outweighs availability of service providers.

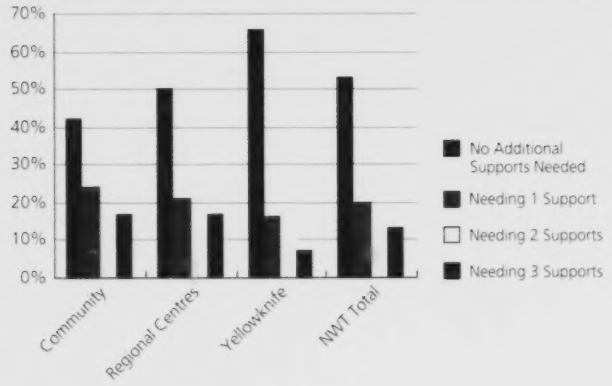
All children are natural learners. They need healthy learning environments and caring adults to support their growth and development. The supports and strategies needed to respond to the range of student needs must also include family, community and sometimes, other agencies. Additional resources are required to support all children and youth to reach their full potential and realize their goals and ambitions. A change in the *Education Act* legislates the Department of Education, Culture and Employment to increase funding for student support services. Other departments responsible for children and youth also need to increase their levels of support and involvement. Generally, when the needs of children who may be "at risk" are identified and responded to in the early years, these children need less additional support and experience more success in school.

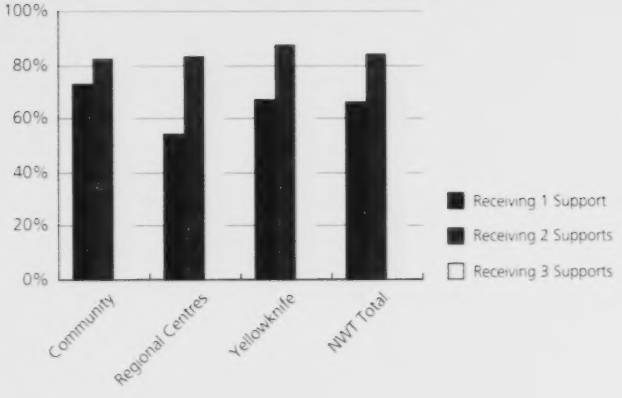
Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Notes:

1. Percent of students needing support is based on the number of students reported by teachers as needing 1, 2 or 3 supports as a proportion of the total number of students enrolled in K-12.
2. Percent of students receiving the level of support required is based on the total number of students receiving 1, 2 or 3 supports as a proportion of those identified as needing 1, 2 or 3 supports.





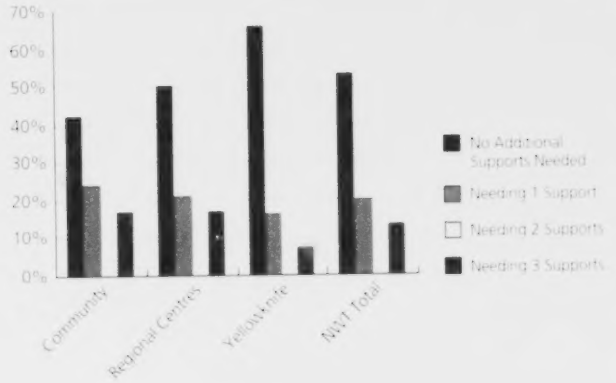
Number of Students Needing Support

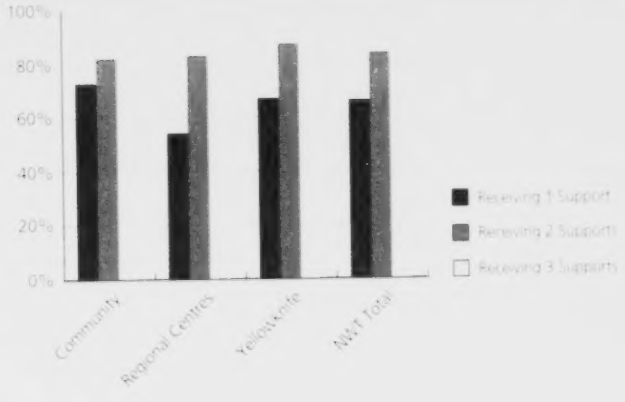
	Needing 1 Support	Needing 2 Supports	Needing 3 Supports	No Additional Supports Needed
Communities	821	560	575	1404
	24%	17%	17%	42%
Regional Centres	507	299	419	1248
	21%	12%	17%	50%
Yellowknife	619	420	267	2482
	16%	11%	7%	66%
NWT Overall	1947	1279	1261	5135
	20%	13%	13%	53%

Number of Students Receiving the Level of Support Required

	Receiving 1 Support	Receiving 2 Supports	Receiving 3 Supports
Communities	596	458	469
	73%	82%	82%
Regional Centres	272	247	346
	54%	83%	83%
Yellowknife	415	365	167
	67%	87%	63%
NWT Overall	1282	1069	982
	66%	84%	78%

Students Needing Supports and Students Receiving the Level of Support Required





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	66%	84%	78%

25 Student Support: *Specific Supports Required and Received by Students*

A wide range of support services is offered in schools.

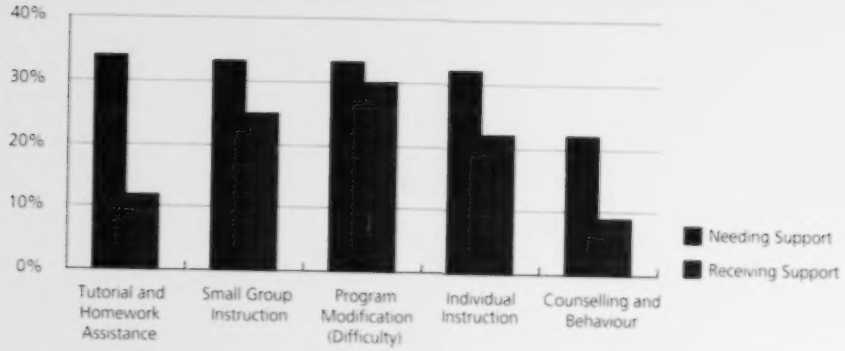
Not only is there a large segment (35%) of the student population receiving some form of support, a wide range of support services is offered in schools. The Student Support Needs Assessment (2000) examines some of the same categories of support services as were identified in 1993. However, the earlier study included Nunavut students and therefore the current results are being reported as baseline data.

For each type of support presented in the Classroom Profile, teachers were asked to report whether the student was currently receiving the support or service, or whether the student needed the support but was not receiving it. In the current survey, teachers reported that 46% (Student Support Needs Assessment, Territorial Report) of students needed supports that they were not currently receiving.

In 2000, the highest proportion of students requiring support was identified as needing tutorial and homework assistance. Of the 9,619 students for whom data were collected, teachers reported that 34% required this support. At the same time, teachers reported that only 12% of all students received this support. This means that for every 3 students in the NWT who need this kind of support, about 1 receives it. While the need for program modification and small group instruction are almost as great, students needing these supports are more likely to get the help they need. 30% of students who are challenged by program difficulty receive support through program modification, compared to 33% who require program modifications. Students needing small group instruction don't fare quite as well – 25% receive this support compared to 33% reported as needing it. Another 32% of students need to be taught individually, but only about 2 of every 3 students requiring this level of instruction receive the support they need. Teachers also reported that 22% of students require counselling and behaviour intervention, but only 9% currently receive this support.

Fewer students have difficulties that require very specialized supports, including individual education plans, medical services, personal assistance and special equipment. For these students, access to specialized staff and facilities presents more of a barrier than does funding.

Additional funding allocated to support inclusive schooling will help ensure that more students receive the supports they need. As well, lower teacher pupil ratios will allow teachers to provide all students more small group and individual instruction. But student support is not solely the responsibility of the school. Some supports, such as tutorial and homework assistance, may be provided both in the school and at home.



Specific Supports Required and Received by Student

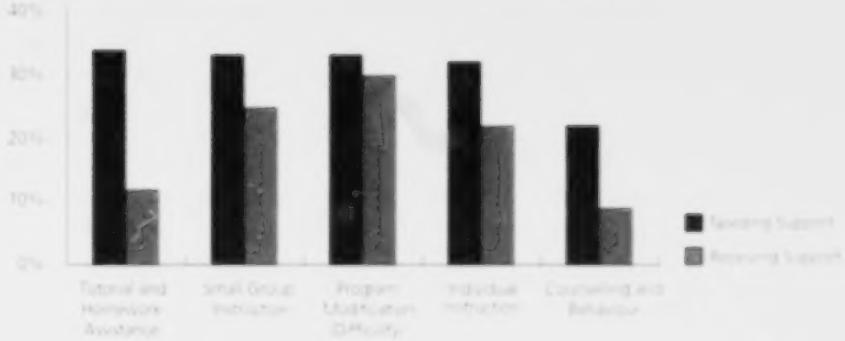
	Needing Support	Receiving Support
Tutorial and Homework Assistance	3,231	1,135
	34%	12%
Small Group Instruction	3,169	2,444
	33%	25%
Program Modification (Difficulty)	2,905	2,844
	33%	30%
Individual Instruction	3,098	2,164
	32%	22%
Counselling and Behaviour	2,123	879
	22%	9%

Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).

Notes:

1. The proportion of students requiring support includes those who are receiving the support and those needing but not currently receiving the support.



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	Needing Support	Receiving Support
Tutorial and Homework Assistance	3,231	1,135
	34%	12%
Small Group Instruction	3,169	2,444
	33%	25%
Program Modification (Difficulty)	3,205	2,844
	33%	30%
Individual Instruction	3,098	2,164
	32%	22%
Counselling and Behaviour	2,123	879
	22%	9%

Source:
GNWT, Student Support Needs Assessment, Territorial Report, December 2000; GNWT, Student Support Needs Assessment, Technical Report, March 2001

Notes:
1. The proportion of students requiring support includes those who are receiving the support and those needing but not currently receiving the support.

26 Student Support – *Adequacy and Effectiveness of Supports Provided*

A significant proportion of time, energy and resources is being devoted to students with behavioural issues.

Teachers reported not only on the supports being provided to students but also rated the degree to which the supports were adequate, and the effectiveness of the support. "Adequacy" referred to adequate support for students to show progress in their learning. "Effectiveness" of the supports was related to the amount of progress students were making as a result of the supports in place.

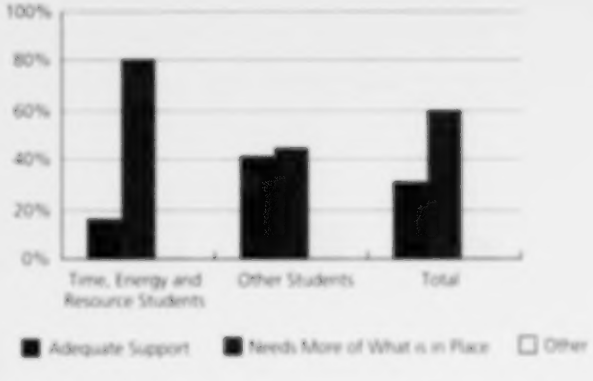
A total of 2,872 students (30% of the total student population) was identified as "requiring the most time, energy and resources to support." For many of these students, the learning problems they are experiencing are a reflection of their readiness to learn. Their problems are frequently associated with disruptive behaviour and have the potential for interfering with the learning of others. Approximately two-thirds (65%) are males, compared to 55% of the school population as a whole. One fifth (584) of these students had attendance rates below 60%. This is coupled by a rate of suspension of 11%, in contrast to the 4% associated with the remainder of the population.

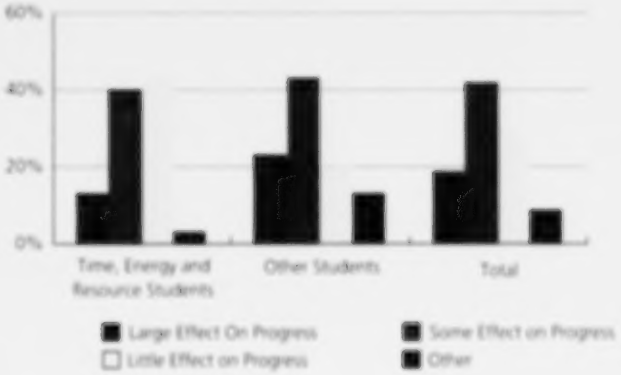
These students receive a greater number of supports to assist them in their learning. They reportedly require assessments at over three times the rate of other students. Eighty percent of students on Individual Education Plans (IEPs) were identified as belonging to this group. While 10% of students requiring the most time, energy and resources were on IEPs, the rate for all other students was 1%. A significant component of the time, energy and resources devoted to these students is directed at dealing with behavioural issues.

Teachers felt that despite the considerable proportion of support and services directed towards these students, over three-quarters of them still require additional supports. In addition, the support that was being offered was judged to be having at least some effect in only 53% of cases, compared to a rate of over two-thirds for other students.

Source:

GNWT, Student Support Needs Assessment: Territorial Report (December 2000).
GNWT, Student Support Needs Assessment: Technical Report (March 2001).



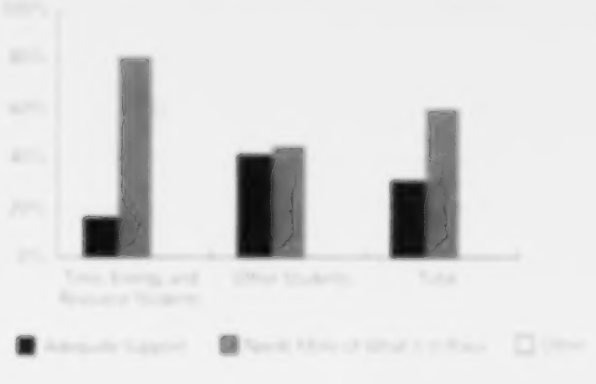


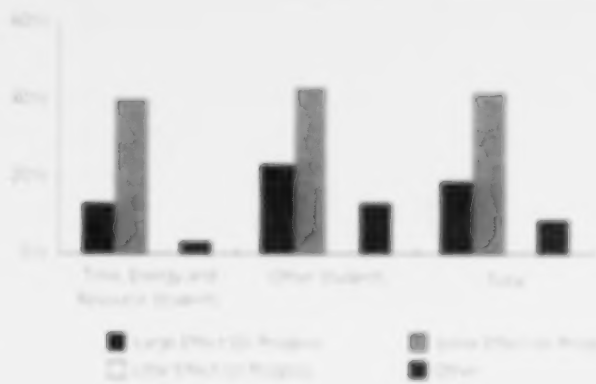
Adequacy of Support

	Adequate Support	Needs More of What is in Place	Other
Time, Energy and Resource Students	413	2062	78
	16%	81%	3%
Other Students	1063	1156	407
	41%	45%	14%
Total	1796	3218	485
	31%	60%	9%

Effectiveness of Support

	Large Effect on Progress	Some Effect on Progress	Little Effect on Progress	Other
Time, Energy and Resource Students	330	1007	1104	77
	13%	40%	44%	3%
Other Students	780	1041	534	348
	23%	43%	20%	13%
Total	1130	2466	1776	414
	19%	42%	30%	9%





Adequacy of Support

	Adequate Support	Needs More of What is in Place	Other
Time, Energy and Resource Students	413	2023	73
	16%	81%	3%
Other Students	1383	1516	477
	41%	45%	14%
Total	1796	3539	550
	31%	60%	9%

Effectiveness of Support

	Large Effect on Progress	Some Effect on Progress	Little Effect on Progress	Other
Time, Energy and Resource Students	328	1037	1104	71
	13%	42%	44%	3%
Other Students	792	1461	674	448
	23%	43%	20%	13%
Total	1120	2498	1778	519
	19%	42%	30%	9%

27 Student Support – *Early Childhood Programs and Services*

Involvement of parents and community is an important factor in the success of programs.

Child care services have been making an important contribution to child development and family life for over a decade. Initially, the program emphasized child care as a support to parents to access education or employment. More recently, early childhood programs and services integrate child care, early childhood education, and parenting programs. A comprehensive early childhood learning system consists of all licensed programs and services located in a school, a centre or someone's home. The involvement of parents and community in these programs is an important factor in their success.

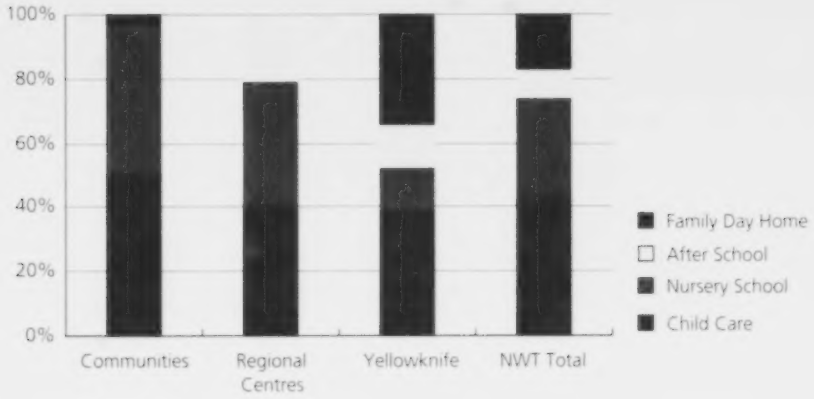
Licensing ensures that facilities meet certain criteria pertaining to safety, child-to-adult ratios and staff training. Licensed childcare facilities normally offer a program that serves to stimulate children's readiness to learn. Three regional coordinators are responsible for licensing and supervising program development for daycare spaces. The role of these coordinators has recently expanded to emphasize providing appropriate programs and services to children and their families. These include nutrition programs, family literacy, and specialized services such as speech and language therapy and parenting workshops. An integrated approach is taken to deliver the various programs and services.

Since 1997, the GNWT and the Federal Government have significantly increased the level of funding to support early childhood development programs such as the Aboriginal Headstart Program and the Healthy Children Initiative (HCI). Although it will take years to realize the long-term benefits of these increases, there is increasing community awareness of the importance of early childhood programs. Parents and teachers alike already observe an improvement in the socialization and academic performance of children in the early grades. The Department will continue to track data in order to assess the benefits over a ten-year period.

In communities, the greatest proportion of licensed spaces (51%) is allocated for child care. Almost half (46%) of the licensed spaces in communities are in nursery schools, reflecting a growing support for early learning programs. In the past two years, the need for family day homes (3%) has also been identified in some communities. However, when parents need an occasional baby-sitter for their very young children, they are generally more likely to use an informal, unlicensed caregiver.

Many young families live in regional centres and in Yellowknife, and often both parents work. These families are more transient, and fewer have relatives living close by to help with child care. As a result, there is a much greater need for a variety of child care programs, from infants to older children who need to be cared for after school. This distribution is most apparent in Yellowknife, where half of the spaces are for school-aged children. In regional centres and in Yellowknife, most licensed early childhood facilities have a waiting list.

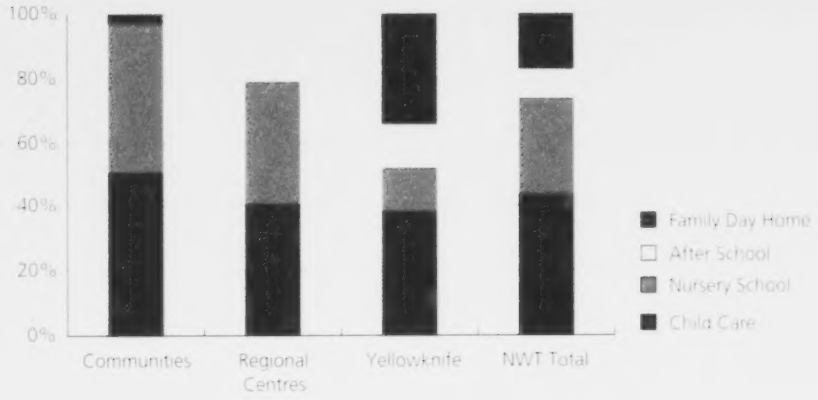
Not every community in the NWT has a pre-school or early childhood program, and some programs do not adequately meet the needs of that community. Given the acknowledged benefits of these programs, it is important that all children have access to an appropriate pre-school program. Parents should be involved in programs in a variety of ways, but particularly in making decisions about the programs. When parental involvement carries on into the school years, it can result in many positive changes.



Number of Licensed Spaces by Type of Program, 2001

	Child Care	Nursery School	After School	Family Day Home	Total
Communities	295	264		16	575
	51%	46%		3%	43%
Regional Centres	61	56	30		147
	41%	38%	20%		11%
Yellowknife	240	79	86	213	618
	39%	13%	14%	34%	46%
NWT Total	596	399	116	229	1340
	44%	30%	9%	17%	

Source:
Department of Education, Culture and Employment, GNWT



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	44%	30%	9%	17%	

Source:
Department of Education, Culture and Employment, GNWT

28 School Achievement Indicators Program – *Science and Mathematics*

NWT students are not meeting public expectations for science and mathematics.

The Council of Ministers of Education, Canada (CMEC) initiated the School Achievement Indicators Program (SAIP) in 1989 to study and report on student achievement in a Canadian context. SAIP is a cyclical program of pan-Canadian assessments of student performance in mathematics, reading and writing, and science. The information collected through SAIP is intended for use by each province and territory to set educational priorities and plan program improvements.

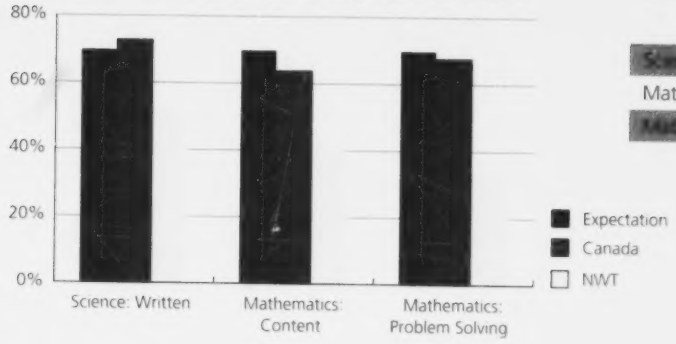
The SAIP assessments are administered in the spring to a random sample of students drawn from all jurisdictions. In order to gain reliable data for a small student population, all eligible 13 and 16 year-olds in the NWT participate in the assessment. Since both groups were given the same assessment items, one would expect there to be significant differences between the performances of 13- and 16-year-olds students. Five levels of performance represent the potential progression of all students in the sample. Most 13-year-olds are expected to achieve level 2 and most 16-year-olds should achieve level 3.

For 13-year-olds, the national expectation was that 70% of students should attain level 2 or above in science and in mathematics (including content and problem solving). For Canada overall, 13-year-old students met public expectations for science, but performed below expectation in both components of mathematics. In all 3 areas, there were significant differences between the performance of 13-year-old students in the NWT and their peers in other parts of Canada. About half (52%) of NWT students performed at the acceptable standard in science, compared to about three-quarters (73%) for Canada overall. The largest gap in performance levels was for mathematics problem solving, where 33% of 13-year-old students in the NWT met the acceptable standard compared to 68% of students for Canada overall.

For 16-year-old students, the national expectation was that 70% of students should attain level 3 or above in science, and 60% of students should attain the acceptable standard for mathematics content and problem solving components. For Canada overall, 16-year-old students performed better than expected in science, but did not meet public expectations for either mathematics component. NWT 16-year-olds met public expectations for science, although they did not perform as well as the rest of Canada. Only 1 in 5 sixteen-year-olds met the acceptable standard in mathematics problem solving, compared to almost half the age group (47%) in the rest of Canada.

In general, NWT students are not meeting public expectations for science or mathematics, and their achievement in these areas is significantly below that of 13- and 16-year-olds in the rest of Canada. Several factors may have contributed to the lower performance for NWT students on these assessments. A higher proportion of NWT students is below the expected grade level for their age. They may not have had as much exposure to all the concepts assessed if the assumption was that 13 year-olds were at a Grade 8 level and 16 year-olds were at a Grade 11 level. English language skills necessary for inquiry and interpretation, for problem solving, for communicating ideas and results, and for making informed decisions, may be weaker among those NWT students who have English as a second language or dialect. The Department will conduct secondary analysis of SAIP results to determine where we are doing well and where we need to improve over the next testing period.

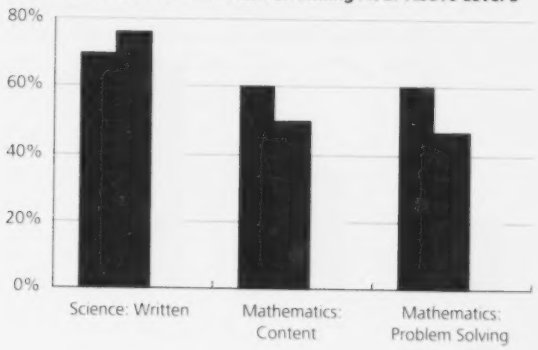
Percent of 13-Year-Olds Performing At or Above Level 2



Percent of 13-Year-Olds Performing At or Above Level 2

	Expectation	Canada	NWT
Science: Written	70%	71%	52%
Mathematics: Content	70%	64%	41%
Mathematics: Problem Solving	70%	63%	35%

Percent of 16-Year-Olds Performing At or Above Level 3



Percent of 16-Year-Olds Performing At or Above Level 3

	Expectation	Canada	NWT
Science: Written	70%	70%	48%
Mathematics: Content	60%	50%	36%
Mathematics: Problem Solving	60%	47%	30%

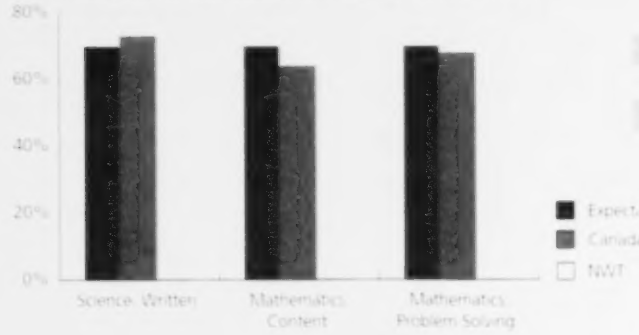
Source:

Council of Ministers of Education, Canada: School Achievement Indicators Program (SAIP) Science (1999) and Mathematics (2001)

Notes:

1. In 1999, two new territories were formed. NWT results cannot be compared to previous administrations which include Nunavut students.
2. Both age groups complete the same assessment items. "Acceptable Level" includes 13-year-olds performing at or above Level 2, and 16-year-olds performing at or above Level 3.

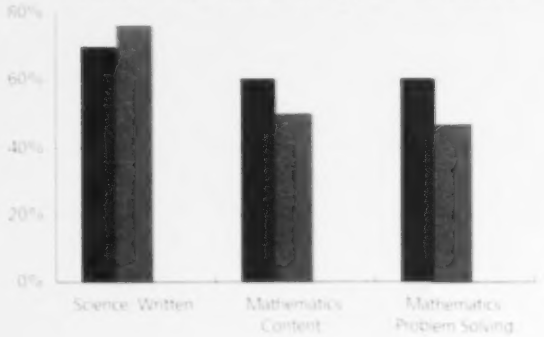
Percent of 13-Year-Olds Performing At or Above Level 2



Percent of 13-Year-Olds Performing At or Above Level 2

	Expectation	Canada	NWT
Science: Written	70%	73%	52%
Mathematics: Content	70%	64%	41%
Mathematics: Problem Solving	70%	68%	33%

Percent of 16-Year-Olds Performing At or Above Level 3



Percent of 16-Year-Olds Performing At or Above Level 3

	Expectation	Canada	NWT
Science: Written	70%	76%	68%
Mathematics: Content	60%	50%	36%
Mathematics: Problem Solving	60%	47%	20%

Council of Ministers of Education, Canada: School Achievement Indicators Program (SAIP) Science (1999) and Mathematics (2001)

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2. Both age groups complete the same assessment items. "Acceptable Level" includes 13-year-olds performing at or above Level 2, and 16-year-olds performing at or above Level 3.

29 Course Completion – *Senior Secondary English*

Course sequences are designed to meet a variety of student needs and career aspirations.

To meet NWT graduation requirements, students must achieve 100 credits, including English 30 or 33. Prior to 1998, students who graduated with English 30 were awarded an Advanced Diploma, while those who completed English 33 received a General Diploma. Beginning in 1998, a single NWT Graduation Diploma has been issued to any student who successfully meets graduation requirements, regardless of course sequence. This change, in conjunction with the implementation of grade extensions in small schools, heightened a public perception that fewer students are electing to complete the more rigorous courses. This indicator reports actual trends in completion of courses in English, by sequence. The trends reported here are also indicative of what sequences students are completing in other courses.

For Senior Secondary English, different course sequences have been developed to meet a variety of student needs and career aspirations. English 10-20-30 is designed primarily for students planning to enter universities, colleges and technical schools. English 13-23-33 is appropriate for students planning to attend colleges, technical schools, and trade schools, or to enter directly into employment. English 16-26-36 does not meet graduation requirements, but rather prepares students for entry into the 13-23-33 sequence or the workforce.

Overall, the proportion of students completing courses in the English 10-20-30 sequence decreased from 1997 through 1999, while the proportion completing 13-23-33 courses increased. Since 1999, these proportions have stabilized. Currently, 58% of students are completing the 10-20-30 sequence and 35% are completing 13-23-33 courses. The proportion of students taking 16-26-36 courses remains small, but has increased from 3% to 7% over 5 years.

In 1997, just over half (53%) of students in community high schools were enrolled in the 13-23-33 sequence, compared to 41% completing 10-20-30 courses. The remaining 7% completed 16-26-36 courses. The proportion of students completing 13-23-33 courses had reached 63% by 1999, and has remained constant through 2001. This could be an indication that fewer students from communities, compared to the NWT overall, are intending to attend university or college after completing Grade 12. It could also mean that some communities are addressing the challenge of delivering high school courses to a few students per grade, by offering only the 13-23-33 sequence.

In the regional centres and in Yellowknife, trends have also stabilized since 1999. In regional centres the proportion of students completing 10-20-30 courses is 58%, compared to 32% completing 13-23-33. The difference is greater in Yellowknife, with about 74% of students completing 10-20-30 and 22% completing 13-23-33. Schools in Yellowknife and the regional centres are larger than community high schools, and are generally able to offer a more extensive range of courses.

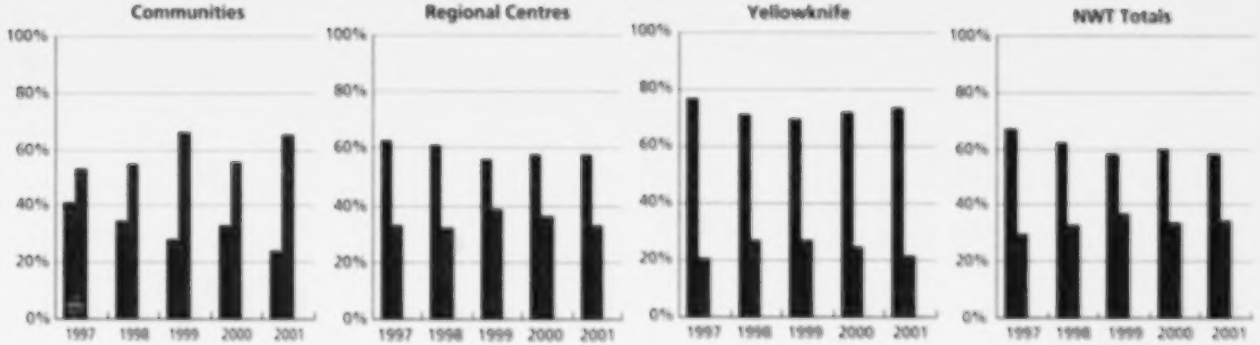
Students need support to make the best choices as they progress through senior secondary school. Course selection should be based on individual interests, abilities and plans for further education and employment. Parents and counsellors play a critical role in discussing goals, exploring different pathways, and determining entry requirements for each path. Career and Program Planning (CPP) helps students set goals, and select appropriate courses. Technology and distance education have the potential for helping small schools meet the challenge of delivering the range of courses students need to achieve their goals.

Source:

Case Management Administration System (CMAS)

Notes:

1. A very small number of students complete more than one English course a year, in different sequences. These students are counted once, in the higher sequence.



Communities

	1997	1998	1999	2000	2001
10-20-30	81	69	62	65	59
13-23-33	106	110	144	112	163
16-26-36	12	20	13	23	27
Total	200	199	219	200	249

Regional Centres

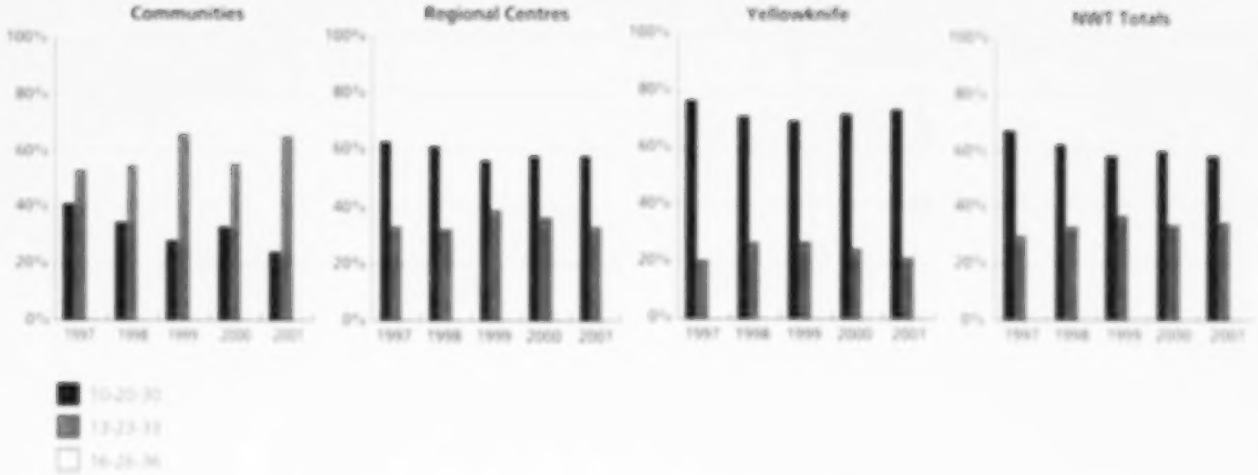
	1997	1998	1999	2000	2001
10-20-30	167	153	153	149	159
13-23-33	87	80	105	94	89
16-26-36	13	16	13	15	25
Total	267	249	271	258	273

Yellowknife

	1997	1998	1999	2000	2001
10-20-30	481	443	435	384	416
13-23-33	134	170	166	136	126
16-26-36	9	14	24	15	22
Total	624	627	625	535	564

NWT Totals

	1997	1998	1999	2000	2001
10-20-30	729	665	650	598	634
13-23-33	327	360	415	342	378
16-26-36	35	50	50	53	74
Total	1091	1075	1115	993	1086



Communities

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Yellow4nife

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Total	1091	1075	1115	993	1086

30 Course Completion – 20 or More Credits a Year

Overall, about half of all full time high school students are achieving 20 or more credits a year.

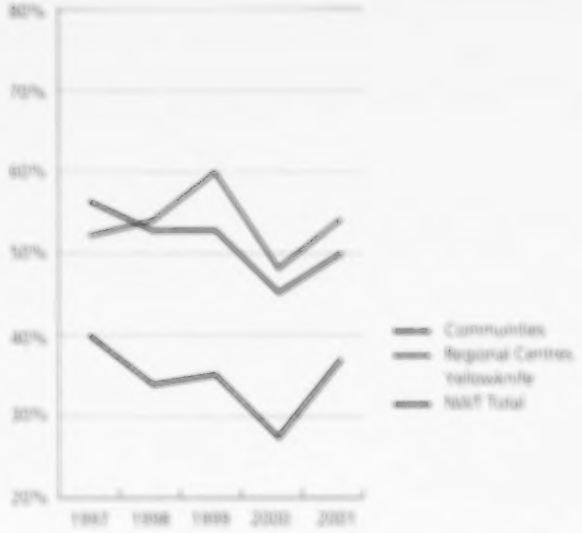
Students in the NWT require 100 credits to graduate from Grade 12. This means that they need to attain the equivalent of 30 to 35 credits each year in order to complete senior secondary school in three years. However, many students successfully complete only four or five courses a year, or the equivalent of between 12 and 25 credits. Students who achieve a minimum of 20 credits a year are expected to graduate, although they may take four or five years to accumulate the required 100 credits. Students who attain fewer than 20 credits a year are at increased risk of leaving school before they graduate.

In addition to credits earned through course completion, many students attain credit for courses waived or challenged. Students who were awarded credits in another jurisdiction may be able to receive credit for coursework earned outside the NWT. Other students are able to challenge courses and receive credit for prior learning and experiences gathered outside the classroom. Royal Conservatory music programs, mastery of an aboriginal language and cadet training would permit students to challenge a course and earn credits for the skills they have acquired. Finally, students may apply to have courses waived based upon the grade level at which they entered secondary school in the NWT and/or their status as mature students. This indicator reports on students who have earned 20 or more credits through actual course completion. It does not report those additional students who have reached the target through courses waived or challenged.

The total number of NWT students who earned 20 or more senior secondary credits in a year, remained fairly constant from 1997 through 2001, despite an 11% increase in enrolments (FTE) in Grades 10, 11 and 12. Differences from one year to the next appear to be fluctuations rather than trends. Overall, about half of all students attending high school at least 40% of the time (FTE), are achieving 20 or more credits a year.

For a variety of reasons many students take longer than three years to complete Grades 10 to 12. A student may register in 5 courses during a semester, but only attain a passing grade in some of them. Some students move back and forth from school to employment and consequently carry reduced course loads per year.

Others choose a reduced course load to allow more time to achieve the course objectives. Still others choose to repeat specific courses in order to gain a higher mark, but they do not earn additional credits for the duplicate courses. Some, as reported in indicator 48, are unable to achieve the credits in required courses to progress from Grade 10 through Grades 11 and 12. As more students, with a wider range of needs, stay in school longer, they need to be supported through a wider variety of courses, and course delivery methods, available in their home communities. Over time, this will have a positive impact on student achievement and lead to increased postsecondary and employment opportunities.



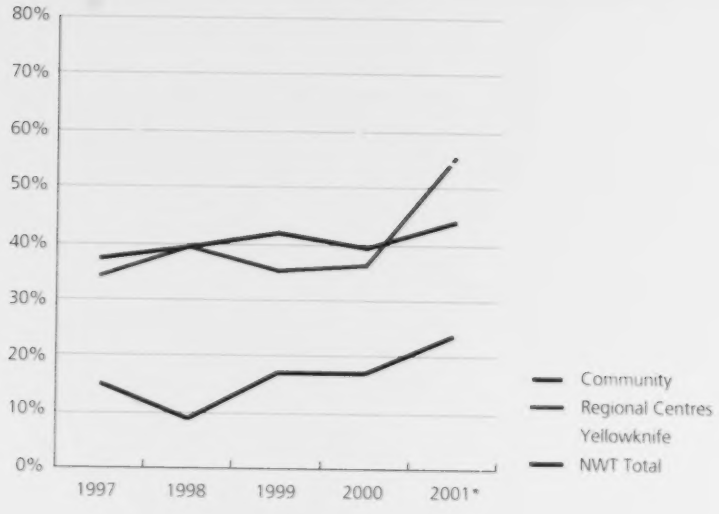
Students Awarded 20 or More Credits in the School Year

	1997	1998	1999	2000	2001
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	40%	34%	35%	27%	37%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	52%	54%	60%	48%	54%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	68%	66%	61%	57%	58%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	56%	53%	53%	45%	50%

Source:
Case Management Administration System (CMAS)

Notes:
1. Rate is based on the number of students (irrespective of age) who earned 20 or more credits through actual course work during the academic year, as a proportion of the total number of students enrolled (FTE) in grades 10 to 12.
2. Credits created from waived, evaluated, standing granted and retroactive are not included.
3. Excluded are students enrolled in Aurora College or Private Studies, but not in an NWT high school.

Graduates and Graduation Rates



	1997	1998	1999	2000	2001*
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	15%	9%	17%	17%	24%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	34%	39%	35%	36%	55%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	55%	67%	68%	59%	54%
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	37%	39%	42%	39%	44%

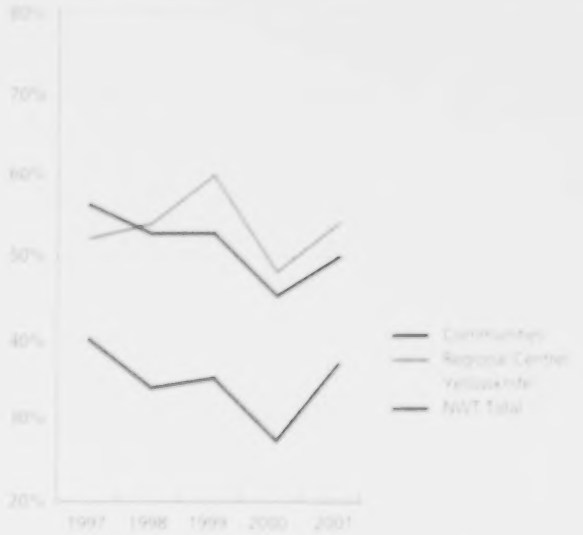
* Population of 18-year-olds for July 1, 2001 not available. Rate is based on 2000 population estimates

Source:

Case Management Administration System (CMAS).

Notes:

1. Graduates are always as on September 30.
2. Secondary school graduates include students registered in one or more courses at a secondary school during their graduating year.
3. Secondary school graduates exclude General Education Diplomas (GED), adult basic education upgrading, and graduation from learning centres outside regular secondary school programs.
4. Ratio is calculated as the number of graduates (irrespective of age) as a percentage of the total 18-year-old population.
5. For 2001, graduation rates are estimates based on 2000 population projections, as 2001 population data are not yet available.



Students Awarded 20 or More Credits in the School Year

	1997	1998	1999	2000	2001
Communities	206	204	217	204	251
	40%	34%	35%	27%	37%
Regional Centres	243	239	275	256	279
	52%	54%	60%	48%	54%
Yellowknife	584	567	564	515	509
	68%	66%	61%	57%	58%
NWT Total	1033	1010	1056	975	1039
	56%	53%	53%	45%	50%

Case Management Administration System (CMAS)

1. Rate is based on the number of students (irrespective of age) who earned 20 or more credits through actual course work during the academic year, as a proportion of the total number of students enrolled (FTE) in grades 10 to 12.
2. Credits created from waived, evaluated, standing granted and retroactive are not included.
3. Excluded are students enrolled in Aurora College or Private Studies, but not in an NWT high school.

31 School Completion: *Progression Through the School System*

By 2001, the expected year of graduation for a group of 100 students born in 1982; fourteen had graduated and 26 others were still in senior secondary school

Tracking the progression of a group of students of the same age through the school system is one way of measuring both the proportion of students completing various levels of schooling and the attrition due to moves to other educational jurisdictions or school leavers. Students born in 1982, who entered the NWT school system at Grade 1 in September 1988, were followed to their expected date of graduation in the school years 1999/00 or 2000/01.

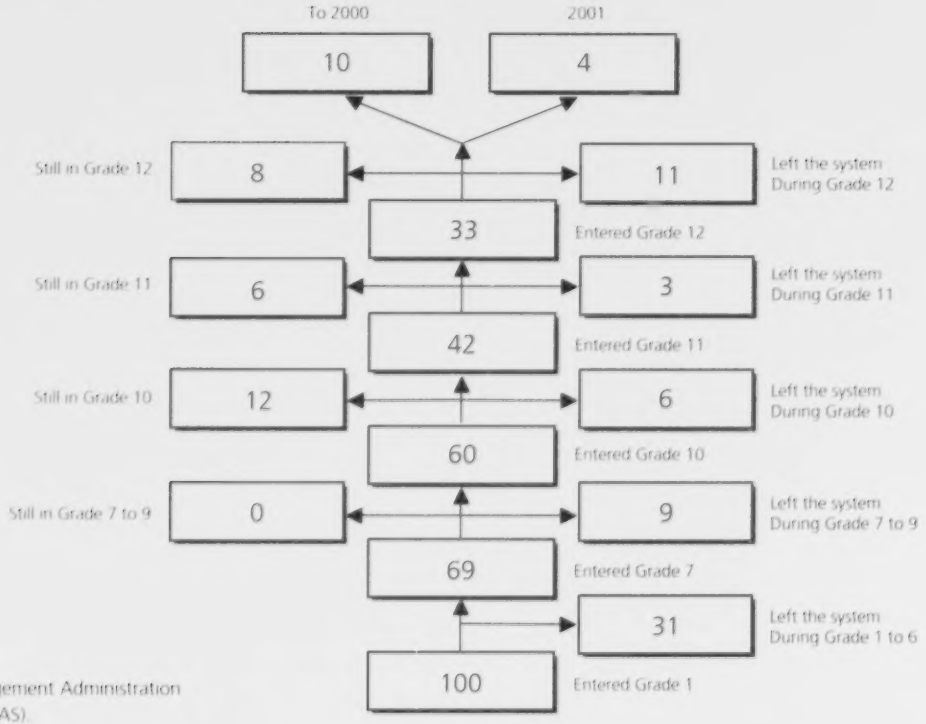
Of a group of 100 students born in 1982 who entered Grade 1 in September 1988, 69 progressed through primary and elementary school (Grades 1-6) and entered Grade 7. Thirty-one students either moved to another educational jurisdiction or left the school system before they reached Grade 7. Nine of the 69 entering Grade 7 left the system during grades 7, 8 or 9, leaving 60 students to enter Grade 10. It is speculated that students who left the system before Grade 10 were probably non-aboriginal students whose families tended to be more mobile, coming to the NWT as young families and leaving before their children entered the higher grades.

Of the 60 students who entered Grade 10, fourteen (or 23%) graduated by the expected graduation years of 2000 or 2001 and an additional 26 (or 42%) remained in secondary school with the potential to complete their courses by taking more time and/or receiving extra support. If all of these students were to complete their course requirements, 39 of the original 100 would complete secondary school.

The attrition rate in the elementary and junior high school years, based on the above sample, averages 4% per year. The rate increases in the senior secondary grades. Nineteen or 32% of those entering Grade 10 left the system in Grades 10, 11 or 12. This attrition rate is 10% lower than a 1999 study of students expected to graduate in 1998 or 1999. However, the situation is not improved for those students who remained in the system. Of the 60 students entering high school in the current study, 20% were still in grade 10 in 2001, compared to 6% of 66 in the 1999 study. In addition, 42% of those entering Grade 12 in the current study graduated by the expected date, compared to 50% of 32 students graduating in the previous study.

Grade extensions in communities, the provision of other supports such as counselling and child care have contributed to an increased number of students entering and remaining in senior secondary school longer. Increased student and program supports are now needed for these individuals to achieve higher levels of education.

Graduated from Grade 12



Source:

Case Management Administration System (CMAS).

Note:

Based on 652 students (scaled to equal 100) born in 1982 who entered Grade 1 (first mandatory year of schooling) in 1988.

32 School Completion – *Graduates and Graduation Rates*

The NWT graduation rate is 44% for 2001.

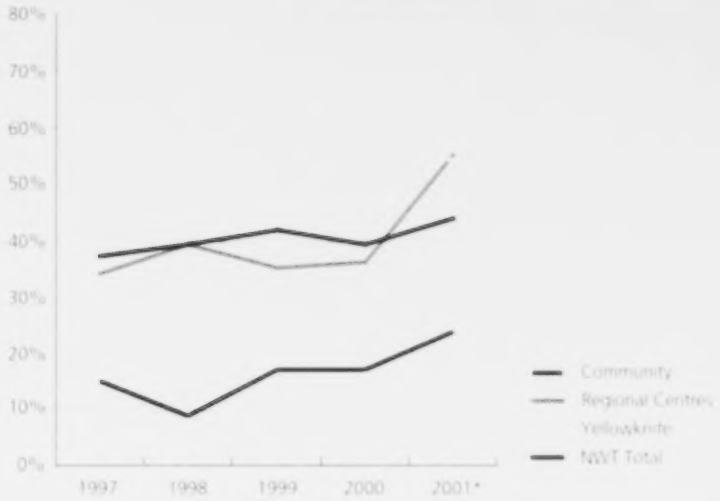
The number of students graduating from the NWT school system continued to rise from 230 in 1997 to 284 in 2001. Although there is some variation from year to year, the overall increase in the number of graduates (19%) over five years has been significant. These figures include only students graduating from secondary school programs and do not include those young people who completed their Grade 12 through Adult Basic Education or grade equivalency.

The graduation rate is based on the number of graduates in a given year, as a proportion of the number of 18 year-olds in the total population. This rate has continued to rise from 37% in 1997 to 44% in 2001. By comparison, the national average is 75% (last available figure, 1997). Students in the NWT are achieving at higher levels than they have in the past, but there is a need for continued improvement.

There are differences in graduation rates by community type. In small communities, the graduation rate increased from 15% to 17% over a 4-year period. The graduation rate then peaked at 24% in 2001. For regional centres, graduation rates remained at close to 35% from 1997 through 2000, but peaked at 55% in 2001. In Yellowknife, graduation rates increased from 1997 through 1999, but have decreased over the past two years. In 2001, the rate is 54%, which is almost identical to what it was in 1997. The changes, reported by community type in 2001, appear to result more from fluctuations in small populations, than from significant changes in educational practices. By 2003, it is anticipated that graduation rates for regional centres will drop somewhat, while rates in Yellowknife are likely to rejuvenate.

For the NWT overall, it is anticipated that graduation rates will continue to increase at a gradual but steady rate. As students continue to gain better access to senior secondary programs, stay in school longer, and receive support from their school, home and community to pursue higher education and training, more students will complete their senior secondary program.

At the same time, there is a growing awareness that there are other indicators of successful school leaving, in addition to Grade 12 graduation. Students on Individual Education Plans, for example, are attaining their goals and many are going directly into employment or living more productive lives as a result of the skills they developed in school. Some students leave the NWT and successfully complete Grade 12 in another jurisdiction. Other students choose to leave school before graduating, but later complete high school through ABE or take other training that leads to gainful employment. Over the next ten years, the Department will track students who leave school before they graduate, in order to determine what proportion of attrition in high school is due to migration.



	1997	1998	1999	2000	2001*
Community	**33**	**19**	**36**	**38**	**55**
	15%	9%	17%	17%	24%
Regional Centres	**49**	**61**	**52**	**50**	**77**
	34%	39%	35%	36%	55%
Yellowknife	**148**	**158**	**170**	**165**	**152**
	55%	67%	68%	59%	54%
NWT Total	**230**	**238**	**258**	**253**	**284**
	37%	39%	42%	39%	44%

* Population of 18-year-olds for July 1, 2001 not available. Rate is based on 2000 population estimates.

Case Management Administration System (CMAS).

1. Graduates are always as on September 30.
2. Secondary school graduates include students registered in one or more courses at a secondary school during their graduating year.
3. Secondary school graduates exclude General Education Diplomas (GED), adult basic education upgrading, and graduation from learning centres outside regular secondary school programs.
4. Ratio is calculated as the number of graduates irrespective of age as a percentage of the total 18-year-old population.
5. For 2001, graduation rates are estimates based on 2000 population projections, as 2001 population data are not yet available.

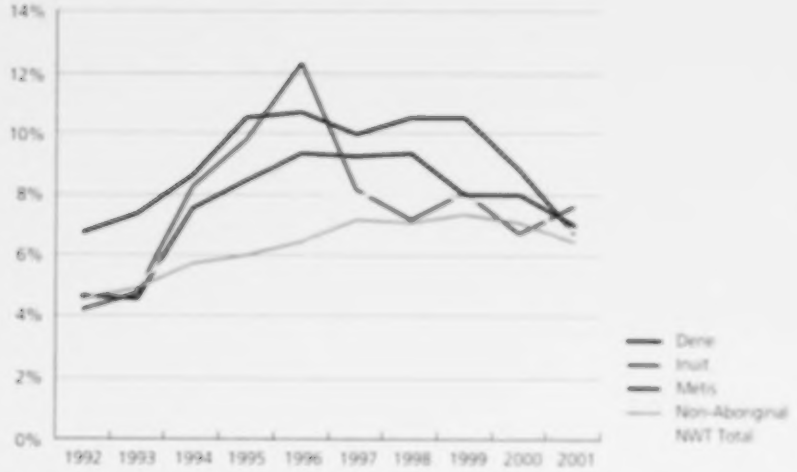
33 Postsecondary Education – *Students Accessing Financial Assistance*

About 7% of the total population aged 18 to 44 accessed SFA in 2000-01.

NWT students access Student Financial Assistance (SFA) in order to participate in postsecondary education, including college and university programs. The SFA program administers, on behalf of the federal government, the University/College Entrance Program (UCEP) which funds up to two semesters for upgrading for Inuit and status Indian students. Over the past decade, the access rate for all ethnic groups increased from about 5% of the population aged 18 to 44 years, to almost 7% in 2001.

In the 2000-01 academic year, 1,325 applications for SFA were approved. 61% of students who accessed SFA that year were under the age of 25, compared to 50% in 1999.

The GNWT provides an additional $2.4 million a year for Adult Literacy and Basic Education Programs. As a result of this initiative, more NWT residents will meet academic requirements to access SFA. It is anticipated that participation rates for aboriginal groups will subsequently increase.



Source:
Case Management Administration System (CMAS)

Notes:
1. Ratio is calculated as the number of SFA recipients (irrespective of age) as a percent of the total population ages 18 – 44 years.

Students Accessing SFA

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Dene	200	200	340	390	480	460	470	410	417	366
	4.7%	4.6%	7.5%	8.4%	9.3%	9.2%	9.3%	8.0%	8.0%	7.0%
Inuit	30	80	140	170	220	150	130	150	135	146
	4.2%	4.8%	8.3%	9.8%	12.3%	8.2%	7.2%	8.1%	7.0%	7.6%
Metis	130	130	150	180	180	170	180	180	178	116
	6.7%	7.4%	8.6%	10.5%	10.7%	10.0%	10.5%	10.5%	10.3%	6.7%
Non-Aboriginal	360	600	695	720	770	830	780	780	759	697
	4.6%	4.9%	5.7%	6.0%	6.5%	7.2%	7.1%	7.4%	7.1%	6.5%
NWT Total	950	1,010	1,325	1,460	1,650	1,610	1,580	1,520	1,489	1,325
	4.8%	5.0%	6.6%	7.2%	8.1%	8.0%	8.0%	7.9%	7.6%	6.8%

Source:

Case Management Administration System (CMAS).

Notes:

1. Ratio is calculated as the number of SFA recipients irrespective of age as a percent of the total population aged 18 - 44 years.

Students Accessing SFA

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
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	4.2%	4.8%	8.3%	9.8%	12.3%	8.2%	7.2%	8.1%	7.0%	7.6%
Metis	120	130	150	180	180	170	160	180	178	116
	6.7%	7.4%	8.6%	10.5%	10.7%	10.0%	10.5%	10.5%	10.3%	6.7%
Non-Aboriginal	560	600	690	720	770	830	780	780	759	697
	4.6%	4.9%	5.7%	6.0%	6.5%	7.2%	7.1%	7.4%	7.1%	6.5%
NWT Total	950	1,010	1,320	1,460	1,630	1,610	1,560	1,520	1,489	1,325
	4.8%	5.0%	6.6%	7.2%	8.1%	8.0%	8.0%	7.6%	7.4%	6.8%

34 Postsecondary Education – *By Type of Institution*

60% of SFA recipients attended postsecondary institutions in southern Canada, or in a foreign country.

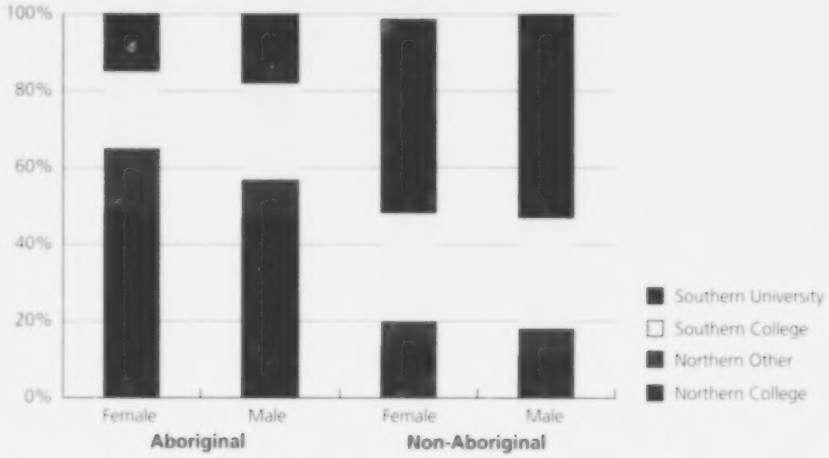
For the 2000-01 academic year, postsecondary institutions throughout Canada, and in other parts of the world, approved 1,433 applications from SFA recipients in the Northwest Territories. This number is higher than the total number of SFA recipients (1,325). Students who applied to and were accepted by more than one institution in an academic year are over-represented.

Overall, 60% of SFA recipients were accepted in institutions in Southern Canada or abroad in 2001, while 40% continued their education in the NWT. Aboriginal students were more likely to enroll in programs in the north than were non-aboriginals. Female students were over-represented in relation to male students by almost 2 to 1. For females, overall participation rates in SFA were similar for aboriginal and non-aboriginal students. However, non-aboriginal males were more likely to participate in postsecondary education than their aboriginal peers.

Of the total 1,433 applications accepted by postsecondary institutions in 2000-01, 48% were from aboriginal students. This is representative of the overall population of the NWT. Aboriginal females were more than twice as likely to attend postsecondary education than their male counterparts. About half of all aboriginal students, regardless of gender, enrolled in programs offered through Aurora College. The ratio of female to male students enrolled in "other" northern institutions was 4:1. This difference can be largely attributed to computer training programs for office applications, offered through the Academy of Learning.

For non-aboriginal students, the ratio of females to males was about 4:3. About 80% of non-aboriginal students were accepted in a southern institution, including 50% in university and 30% in college. The remaining 20% continued their education in the north.

In a survey of the 13- and 16-year-old student population in the NWT (SAIP Mathematics III Student Questionnaires), 95% of respondents reported that they expect to continue their education after completing high school. Increased access to secondary school, through the implementation of grade extensions, means that more students will complete high school and be eligible to participate in postsecondary education. Additionally, internet connections will increase student options, by providing access to a variety of programs and courses in all communities. The proportion of SFA recipients accessing postsecondary programs in the NWT is expected to increase as program options are expanded at the community level and as more training programs related to NWT employment opportunities are developed.



Postsecondary Education – By Type of Institution

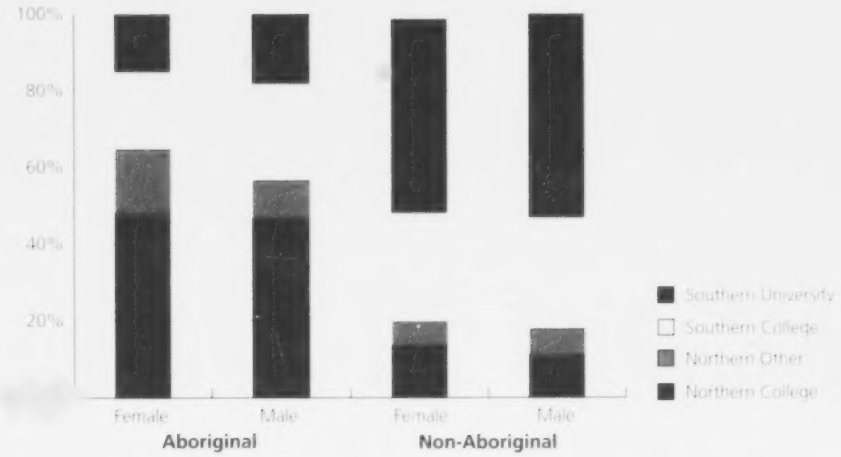
	Aboriginal		Non-Aboriginal	
	Female	**Male**	**Female**	**Male**
Northern College	231	96	61	35
	48%	47%	14%	11%
Northern Other	81	20	27	22
	17%	10%	6%	7%
Southern College	95	50	121	94
	20%	25%	28%	29%
Southern University	74	37	218	170
	15%	18%	51%	53%
Total	480	203	427	321

Source:

Case Management Administration System (CMAS)

Notes:

1. Ratio is calculated as the number of SFA applicants accepted by a type of institution, as a percent of the total NWT applicants accepted in post-secondary institutions.
2. Individuals accepted by more than one institution may be over-represented.



Postsecondary Education – By Type of Institution

	Aboriginal		Non-Aboriginal	
	Female	Male	Female	Male
Northern College	231	96	61	35
	48%	47%	14%	11%
Northern Other	81	20	27	22
	17%	10%	6%	7%
Southern College	96	50	121	94
	20%	25%	28%	29%
Southern University	74	37	218	170
	15%	18%	51%	53%
Total	482	203	427	321

Source:
Case Management Administration System (CMAS)

Notes:
1. Ratio is calculated as the number of SFA applicants accepted by a type of institution, as a percent of the total NWT applicants accepted in post-secondary institutions.
2. Individuals accepted by more than one institution may be over-represented.

35 Employment Opportunities and Earnings – *By Level of Education*

There is a direct relationship between level of education, likelihood of employment and earnings.

Both the likelihood of employment in the NWT and income are directly related to an individual's level of education. Only 26% of those with Grade 9 or less are employed. The proportion rises to 76% for those with a high school diploma and 90% for those with a university degree. Within the category of those holding a certificate or diploma, employment rates are considerably higher for individuals who have completed Grade 12 than for those who have not.

Where a person lives also impacts their likelihood of employment. An individual with Grade 9 or less is more likely to find employment in Yellowknife (37%) than someone with the same education level living in a regional centre (32%) and more than one and a half times as likely as someone living in a community (23%). This disparity decreases proportionately with increased levels of education. For people with a university degree the likelihood of finding employment is 90%, regardless of where they choose to live in the NWT.

Earnings increase substantially with level of education. A person with a university degree earns on average more than twice that of someone with Grade 9 or less education ($63,000 compared to $30,000).

Education provides individuals with choices. It increases the number of jobs a person can do and further education and training that can be accessed. People with lower levels of education usually are restricted to jobs in the service sector such as clerks, sales people, labourers, truck drivers or waiters. Career advancement is difficult.

Individuals who have some training in addition to a senior secondary school diploma have excellent chances of getting a job. They have many more career choices and receive higher wages. Jobs possible with such training include managers, administrators, licensed tradesmen, secretaries, RCMP officers, park wardens, firefighters, childcare workers, education assistants or community health workers.

A university degree ensures the best chance for employment (90%) and the highest wages (average of $63,000). Career choices include business, education, law, social work, psychology, biology, geology, engineering, architecture and medicine.

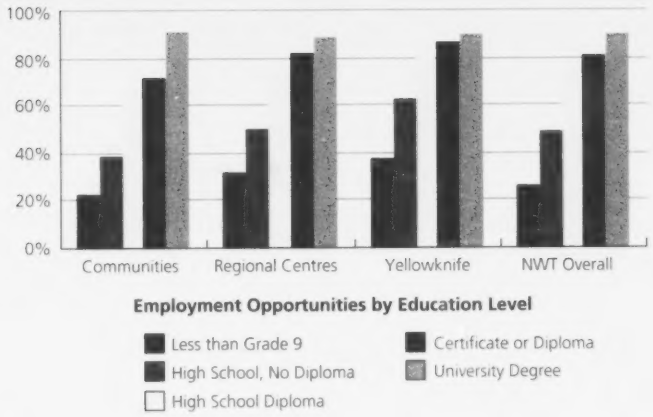
Most northern employers currently expect their employees to have a minimum of Grade 12 education, and requirements for many types of jobs are steadily increasing. The move from service economy to an information economy will continue. While the role of government as an employer in the northern workplace is decreasing, opportunities in the private sector will increase in areas such as oil and gas and the opening of a second diamond mine. Many of these jobs will require a skilled workforce. Education facilities in the north will provide training programs for prospective employers and employees with higher levels of education.

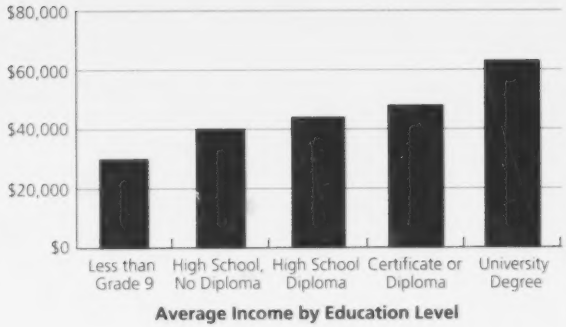
Source:

1999 NWT Labour Force Survey
Census, 1996

Notes:

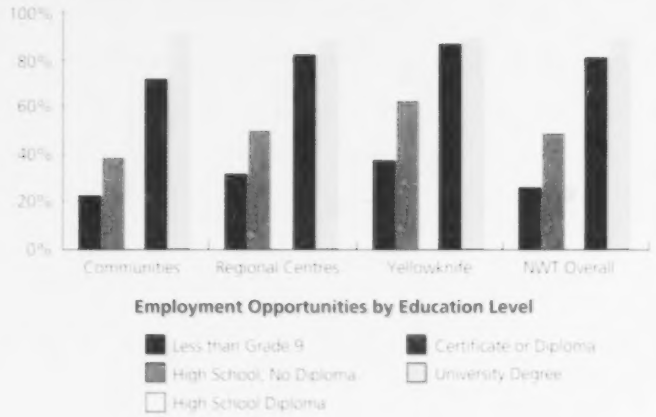
1. Based on population 15 years of age and over.
2. Employment rate is calculated on the total population having a given education level, versus those who want to work.
3. Certificate or Diploma does not necessarily imply having a high school education.



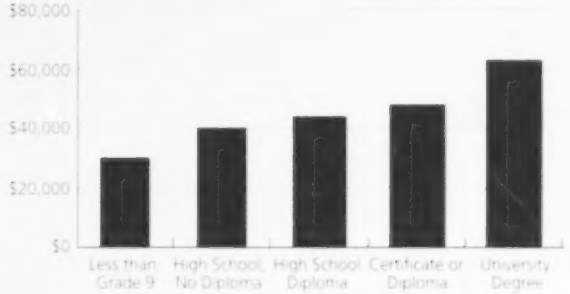


Employment Opportunities and Earnings – By Educational Level

		Less than Grade 9	High School, No Diploma	High School Diploma	Certificate or Diploma	University Degree
Communities	Employed	627	902	566	1,821	508
		23%	38%	66%	72%	90%
Regional Centres	Employed	184	649	971	2,189	869
		32%	50%	75%	82%	89%
Yellowknife	Employed	172	1,209	2,891	3,768	2,334
		37%	62%	80%	86%	90%
NWT Total	Employed	983	2,760	4,428	7,778	3,711
		26%	49%	76%	81%	90%
	Average Income	29,843	40,255	43,619	47,699	62,952



Employment Opportunities by Education Level



Average Income by Education Level

Employment Opportunities and Earnings – By Educational Level

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		26%	49%	76%	81%	90%
	Average Income	29,843	40,255	43,619	47,699	62,952

Glossary

Aboriginal
In Canada, of or relating to Indian or First Nations, Métis or Inuit people. In the context of this report, refers to individuals in the NWT claiming Cree, Dene, Métis, or Inuit status.

Afterschool Care
Child care provided outside of the regular school program for any child up to and including eleven years of age who is in regular attendance at a school operated pursuant to the *Education Act*.

Adult Basic Education
Adult Basic Education refers to curricula used by the NWT public colleges. It includes six levels ranging from literacy to course work at the university preparation level. Courses assist participants in learning or reviewing skills needed to meet personal, educational or employment goals.

Attending Student
An attending student is one who, in the period of October 1 to October 31, was not absent more than 60% of the possible sessional days during the month without parent, guardian or school permission.

Career and Technology Studies
Career and Technology Studies is a sequence of modularized course offerings at the junior and senior secondary school levels. Many modules have been "northernized" to reflect aboriginal perspectives.

Challenged Courses
In the NWT, a student may request to demonstrate proficiency at any time in any course including those which require a Grade 12 Diploma examination. In such cases, the principal must ensure that the challenge criteria will be adequate indicators for potential success in preparation to write the Grade 12 Diploma examination. Principals will determine whether the request is reasonable, and if so, when and how the student will demonstrate proficiency. Upon successful completion, the principal will submit a written request to Student Records, indicating that the student received credits for that course.

Child Care or Nursery School Facility
A service that provides care, instruction and supervision to five or more children, in the absence of their parents or guardians, by individuals who are not relatives of the majority of the children. Programs may be either for profit or non-profit.

Classroom Assistant
Traditionally this was an individual working in a paraprofessional role in schools. These individuals were responsible to the classroom teacher and assisted the teacher in implementing programs for individual students or groups of students. Under the new *Education Act* (Section 62) any person formerly employed as a classroom assistant is now deemed to be an **'Education Assistant'.**

Communities
In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three Regional Centres, and Communities. Communities refers to the rest of the communities in the NWT, including the education centres of Fort Simpson, Norman Wells and Rae-Edzo. Communities have populations less than 2,500 and share demographic characteristics. See also **Regional Centres.**

Credit
Credits are achieved at the senior secondary school level through satisfactory attainment of specific curricular objectives. Each credit represents approximately 25 hours of instruction. A student requires 100 credits to graduate with a senior secondary school diploma.

Culture-Based Schooling
School programs and learning environments that reflect, validate and promote the values, world views, and languages of the community's cultures.

Department
Refers to the Department of Education, Culture and Employment, Government of the Northwest Territories. Its responsibilities include early childhood programs, in-school programs (K-12), and colleges and continuing education.

District Education Authority
A District Education Authority (DEA) is established for each Education District. Its duties and powers are conferred by the *Education Act* and its regulations. Members of each DEA are elected in their Education District. Former Community Education Councils (CECs) are now DEAs.

Divisional Education Council
A Divisional Education Council (DEC) may be established by the Minister of Education, Culture and Employment for each education division to govern the education division. Its duties and powers are conferred by the *Education Act* and its regulations. A DEC is composed of representatives of each DEA in the education division. Former Divisional Boards of Education are now Divisional Education Councils.

Early Childhood Program
A program or service provided to children primarily between 0-6 years of age.

Education Assistant
An individual working in a paraprofessional position in a school and who, under the direction of a teacher, assists in implementing programs for individual students or groups of students. They are also known by a variety of other names, such as: Classroom Assistant (CA), Special Needs Assistant (SNA), Student Support Assistant (SSA), and Inclusive Support Assistant (ISA).

Education District
The NWT is divided into education districts. These districts are established by the Minister of Education, Culture and Employment and in most instances conform to the boundaries of each community in the Territories. Some communities, e.g. Yellowknife, may have more than one education district.

Education Division
Education Divisions in the NWT are established by the Minister of Education, Culture and Employment and cover a geographic area including several communities, e.g. Sahtu, Dehcho.

Ethnicity
Refers to an individual's ethnic affiliation i.e. affiliation with a distinct group of people with a common linguistic and cultural heritage (e.g. Inuit, Dene, Métis).

Family Day Home
A child care service provided for up to eight children in the operator's residence. The program is usually less structured than a day care centre. Family day homes are classified as non-profit operations.

Federal Funds
Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of Canada.

First Language
For the purpose of this report, first language is synonymous with "mother tongue" in that it refers to the first language learned in childhood and still understood.

First Language (L1) Programs
For the purpose of this report, L1 refers to school programs in which an aboriginal language is the primary language of instruction in the classroom. Schools vary as to the grade levels at which these programs are offered but most commonly they occur at Kindergarten through Grade 3.

French First Language Program
A French language program where all instruction in the classroom is in French. Such programs are offered where students who are Francophone or qualify as Right-Holders for French First Language instruction under Section 23 of the Charter of Rights are sufficient in number.

French Immersion Program
A French language program for non-Francophones where more than 50% of instruction is in French. Immersion programs are offered at various grade levels depending on the education jurisdiction.

French Second Language Program/Core French
A French language program in which French is taught as a subject. Such programs are offered for various amounts of time per week depending on the grade level.

Full-Time Equivalent
A term used when referring to student attendance. Funding formulae may be based on the number of FTEs. Each student who attends school for a full day program (Grades 1-12) and who is present 40% or more of the time is counted as an FTE. Students in Kindergarten who attend for one-half of the day are counted as 1/2 FTE, as are home-schooled students, students in Grades 10-12 taking fewer than 15 credits a year, and young offenders who spend less than 50% of time in a school.

General Educational Development
The General Educational Development (GED) program provides a second chance for adults who left school before completing Grade 12. By passing the GED tests, individuals earn recognition for high school equivalency. Holders of a GED may qualify for college entry and jobs requiring a secondary school diploma, and can obtain training and advancement at work. In the NWT, an individual who is 18-years of age or older may, upon successful completion of GED tests, be issued a GED X, XI or XII certificate.

Grade Extensions
The policy and practice begun in 1989 by which smaller communities in the NWT gradually expanded their school programs to offer Grade 10, 11 and 12. It is also referred to as the Community High School Initiative.

Home Language
The language most often used to communicate in the home.

Inclusive Schooling
The policy and practice mandated by the *Education Act* of the NWT which facilitates the membership, participation and learning of all students in regular classrooms and other school activities.

Junior Secondary
Grades 7, 8, and 9.

K-12
This term is used to refer to all the grade levels (Kindergarten, Grade 1,2,...12) for which education programs are provided in the NWT school system.

Licensed Child Care
Care which is provided in a facility or home which has been inspected and meets the standards set out in the Northwest Territories *Child Day Care Act and Regulations*.

Licensed Spaces
The number of spaces available for pre-school children in an Early Childhood Program which has been licensed by the Department of Education, Culture and Employment. Criteria for licensing are specified in the *Child Day Care Act and Standards Regulations*.

Magnet Facility
A designated residential facility which provides services to students from outside the jurisdiction in which the residence is

located. Educational services may be provided either within the facility or in a local school. Facilities such as young offender custody and group homes facilities operated by the Department of Justice, or group homes, treatment centres and safe shelters operated under the Department of Health and Social Services may qualify for this designation.

Non-Aboriginal
In this report, refers to individuals in the NWT not claiming Cree, Dene, Métis or Inuit heritage and status.

Person Year
A term used in Human Resources and Finance matters. Staff positions are often referred to in person years (PYs). A full-time employee would represent one PY whereas an individual working half-time would be .5 PY.

Principal Certification
There is a requirement under the *Education Act* that anyone wishing to be employed as a principal of a school must hold a certificate of eligibility as principal. Such a certificate is obtained by completing the principal certification program approved by the Minister of Education.

Regional Centres
In accordance with the NWT Bureau of Statistics, this document reports data separately by Yellowknife, three Regional Centres, and Communities. Regional Centres refers to the communities of Fort Smith, Hay River and Inuvik. The regional centres have populations greater than 2,500, and share demographic characteristics. See also **Communities.**

SAIP
The School Achievement Indicators Program (SAIP) is a national testing program sponsored by the Council of Ministers of Canada (CMEC). The goal of SAIP is to answer the question, "How well are Canadian students doing in the core school subjects of reading and writing, mathematics, and science?" The program has been designed to provide data at the national and provincial or territorial levels and for the two official language groups in some of the provinces. Two age groups, 13 and 16 year olds, have been selected for testing. Tests are administered in the spring of each year.

School Community Counsellor
School-community counsellors are community residents who are employed in NWT schools as counsellors after having completed a training program at one of the public colleges. They work with students, families and the community. In addition to counselling students and referring students to other agencies, they play an important liaison role in bringing the school and community together in supporting students in their education.

Second Language (L2) Programs
For the purpose of this report, L2 refers to school programs in which the aboriginal language is taught as a subject. The aboriginal language may also be used informally throughout the day, but the primary language of instruction in the classroom is English.

Senior Secondary
Grades 10, 11 and 12. Students earn credits for each successfully completed course at these levels. Upon meeting the minimum graduation requirement of 100 credits, students receive a Secondary School Graduation Diploma.

Student Financial Assistance
A program of financial assistance whereby students who are NWT residents and enrolled in a postsecondary education program may receive grants and/or loans. There are various eligibility criteria based on length of residency, degree of need, ethnicity etc.

Student Support Assistant
A paraprofessional who, under the direction of the classroom teacher, works with students within the classroom or in other settings to assist in the implementation of Individual Education Plans. The assistant may also work with groups of students in order to facilitate the programming for the class as a whole.

Territorial Funds
Contributions made by the Department of Education, Culture and Employment to education councils, education authorities, or private schools on behalf of the Government of the NWT.

Transition Programs
For the purpose of this report, transition refers to a shift from aboriginal first language (L1) programs to L2 programs, where English becomes the primary language of instruction. Schools vary as to when this shift occurs, but generally transition programs begin in Grade 3 or 4, and may continue throughout Grades 5 and 6.

Waiver of Prerequisites and Credits for Prerequisite Courses
Prerequisites and credits for prerequisite courses may be waived by the principal as long as the student possesses the knowledge, skills and attitudes identified in the waived course or program of studies; judgements are made on an individual basis, not for an entire class of students; and it is in the student's best interest. Waived courses must be reported in writing by the principal to the Manager, Student Records, together with a recommendation for granting of credits. Credits for a prerequisite may be granted only upon successful completion of the next or higher ranking course in that sequence. The waiver provision does not apply to specific courses which are part of the graduation requirement, except in the case of mature students, and students who enter an NWT senior secondary school in grade 11 or 12.

Acronyms

ABE	Adult Basic Education
CA	Classroom Assistant
CMEC	Council of Ministers of Education, Canada
CSFY	*Conseil scolaire francophone de Yellowknife*
CTEP	Community-Based Teacher Education Program
CTS	Career and Technology Studies
DEA	District Education Authority
DEC	Divisional Education Council
ECE	Department of Education, Culture and Employment
FFL	French First Language
FSL	French Second Language
FTE	Full-Time Equivalent
GED	General Educational Development
GNWT	Government of the Northwest Territories
ISA	Inclusive Schooling Assistant
L1	First Language Programs
L2	Second Language Programs
NWT	Northwest Territories
PCP	Principal Certification Program
PST	Program Support Teacher
PY	Person Year
SAIP	School Achievement Indicators Program
SCC	School-Community Counsellor
SNA	Special Needs Assistant
SSA	Student Support Assistant
TEP	Teacher Education Program

Names and Locations – *Communities*

There are 32 communities with District Education Authorities in the NWT.

Community	Remarks	Population
Aklavik		748
Colville Lake		96
Deline	changed from Fort Franklin June 1, 1993	645
Detah	often also spelled Dettah	203
Fort Good Hope		747
Fort Liard		524
Fort McPherson		910
Fort Providence		837
Fort Resolution		562
Fort Simpson	tax-based community	1,273
Fort Smith	Regional Centre / tax-based community	2,625
Hay River	Regional Centre / tax-based community	3,835
Hay River Reserve		268
Holman		470
Inuvik	Regional Centre / tax-based community	3,451
Jean Marie River		<50
Kakisa		<50
Lutselk'e	changed from Snowdrift July 1, 1992	377
Nahanni Butte		82
Norman Wells	tax-based community	882
Paulatuk		323
Rae-Edzo		1,864
Rae Lakes		278
Sachs Harbour		153
Trout Lake		68
Tsiigehtchic	changed from Arctic Red River April 1, 1994	195
Tuktoyaktuk		979
Tulita	changed from Fort Norman January 1, 1998	506
Wekweti	changed from Snare Lakes November 1, 1998	154
Wha Ti	changed from Lac La Martre January 1, 1996	476
Wrigley		183
Yellowknife	tax-based community	18,028

Note:

Population Estimates are as at July 1, 2000.

For educational accountability purposes, in the 2000-01 academic year:

Hay River Reserve has its own DEA and is reported separately from Hay River.

Enterprise students attend school in Hay River and are included in Hay River statistics.

The communities of Rae and Edzo share one DEA and are statistically combined.

There are two separate DEAs in Yellowknife.

Schools

Education Council	Education Authority	School Name
Beaufort-Delta	Aklavik	Moose Kerr School
Beaufort-Delta	Fort McPherson	Chief Julius School
Beaufort-Delta	Holman	Helen Kalvak Elihakvik
Beaufort-Delta	Inuvik	Samuel Hearne Secondary School
Beaufort-Delta	Inuvik	Sir Alexander Mackenzie School
Beaufort-Delta	Paulatuk	Angik School
Beaufort-Delta	Sachs Harbour	Inualthuyak School
Beaufort-Delta	Tsiigehtchic	Chief Paul Niditchie School
Beaufort-Delta	Tuktoyaktuk	Mangilaluk School
Dehcho	Fort Liard	Echo Dene School
Dehcho	Fort Providence	Deh Gáh Elementary and Secondary School
Dehcho	Fort Simpson	Bompas Elementary School
Dehcho	Fort Simpson	Thomas Simpson School
Dehcho	Jean Marie River	Louie Norwegian School
Dehcho	Kakisa	Kakisa Lake School
Dehcho	Nahanni Butte	Charles Yohin School
Dehcho	Trout Lake	Charles Tetcho School
Dehcho	Wrigley	Chief Julian Yendo School
Dogrib	Dı tah	Kaw Tay Whee School
Dogrib	Edzo	Chief Jimmy Bruneau Regional High School
Dogrib	Rae	Elizabeth Mackenzie Elementary Sch.
Dogrib	Rae Lakes	Jean Wetrade Gameti School
Dogrib	Wekweti	Alexis Arrowmaker School
Dogrib	Wha Ti	Mezi Community School
Sahtu	Colville Lake	Territorial School
Sahtu	Deline	?ehtseo Ayah School
Sahtu	Fort Good Hope	Chief T'Selihye School
Sahtu	Norman Wells	MacKenzie Mountain School
Sahtu	Tulita	Chief Albert Wright School
South Slave	Fort Resolution	Deninu School
South Slave	Fort Smith	Joseph Burr Tyrrell School
South Slave	Fort Smith	P.W. Kaeser High School
South Slave	Hay River	Diamond Jenness Secondary School
South Slave	Hay River	Harry Camsell School
South Slave	Hay River	Princess Alexandra School
South Slave	Hay River Reserve	Chief Sunrise Education Centre
South Slave	Lutselk'e	Lutsel K'e Dene School

Note:

There are a total of 48** (see page 90) public schools and 3 private schools in the NWT.
33 District Education Authorities (DEA) govern 37 English-language public schools.

DEAs outside Yellowknife are organized under 5 Divisional Education Councils.

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Community	Remarks	Population
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Beaufort-Delta	Paulatuk	Angik School
Beaufort-Delta	Sachs Harbour	Inualthuyak School
Beaufort-Delta	Tsiigehtchic	Chief Paul Niditchie School
Beaufort-Delta	Tuktoyaktuk	Mangilaluk School
Dehcho	Fort Liard	Echo Dene School
Dehcho	Fort Providence	Deh Gáh Elementary and Secondary School
Dehcho	Fort Simpson	Bompas Elementary School
Dehcho	Fort Simpson	Thomas Simpson School
Dehcho	Jean Marie River	Louie Norwegian School
Dehcho	Kakisa	Kakisa Lake School
Dehcho	Nahanni Butte	Charles Yohin School
Dehcho	Trout Lake	Charles Tetcho School
Dehcho	Wrigley	Chief Julian Yendo School
Dogrib	Detah	Kaw Tay Whee School
Dogrib	Edzo	Chief Jimmy Bruneau Regional High School
Dogrib	Rae	Elizabeth Mackenzie Elementary Sch.
Dogrib	Rae Lakes	Jean Wetrade Gamèti School
Dogrib	Wekweti	Alexis Arrowmaker School
Dogrib	Wha Ti	Mezi Community School
Sahtu	Colville Lake	Territorial School
Sahtu	Deline	Jimmy Ayah School
Sahtu	Fort Good Hope	Chief T'Selihye School
Sahtu	Norman Wells	Mackenzie Mountain School
Sahtu	Tulita	Chief Albert Wright School
South Slave	Fort Resolution	Deninu School
South Slave	Fort Smith	Joseph Burr Tyrrell School
South Slave	Fort Smith	P.W. Kaeser High School
South Slave	Hay River	Diamond Jenness Secondary School
South Slave	Hay River	Harry Camsell School
South Slave	Hay River	Princess Alexandra School
South Slave	Hay River Reserve	Chief Sunrise Education Centre
South Slave	Lutselk'e	Lutsel K'e Dene School

There are a total of 48** (see page 90) public schools and 3 private schools in the NWT.
33 District Education Authorities (DEA) govern 37 English-language public schools.

DEAs outside Yellowknife are organized under 5 Divisional Education Councils.

Names and Locations – *Schools (continued)*

Two Education Authorities govern 11 English-language schools in Yellowknife. The three private schools in the NWT are also located in Yellowknife.*

Education Authority	School Name
Yellowknife Catholic Schools	Ecole St. Joseph School
Yellowknife Catholic Schools	St. Patrick High School
Yellowknife Catholic Schools	Weledeh Catholic School
Yellowknife Education District #1	Ecole Allain St. Cyr*
Yellowknife Education District #1	J.H. Sissons School
Yellowknife Education District #1	K'alemi Dene School
Yellowknife Education District #1	Mildred Hall Elementary School
Yellowknife Education District #1	N.J. Macpherson School
Yellowknife Education District #1	Range Lake North School
Yellowknife Education District #1	Sir John Franklin High School
Yellowknife Education District #1	William McDonald Middle School
Private School	Koinonia Christian School
Private School	The Learning Centre
Private School	Montessori

The Commission scolaire francophone de division (est. Nov. 6, 2000) governs French First Language schools.

Community	School Name
Hay River	Ecole francophone de Hay River
Yellowknife	Ecole Allain St. Cyr*

Note:

* Governance of Ecole Allain St. Cyr was transferred to the *Commission* July 1, 2001

** Ecole Francophone de Hay River was established July 1, 2001, bringing the total number of public schools to 49.

Aurora College

The Head Office of Aurora College is located in Fort Smith. The College delivers programs at three campuses, 13 community learning centres, and other community sites in the NWT.

Aurora Campus	**Inuvik**
Community Learning Centre	Aklavik
Community Learning Centre	Deline
Community Learning Centre	Fort Good Hope
Community Learning Centre	Fort McPherson
Community Learning Centre	Tulita
Community Learning Centre	Inuvik
Community Learning Centre	Tuktoyaktuk

Thebacha Campus	**Fort Smith**
Community Learning Centre	Fort Providence
Community Learning Centre	Fort Resolution
Community Learning Centre	Fort Simpson
Community Learning Centre	Hay River
Community Learning Centre	Lutselk'e

Yellowknife Campus	**Yellowknife**
Community Learning Centre	Rae-Edzo

Names and Locations – *Schools (continued)*

Education Authority	School Name
Yellowknife Catholic Schools	Ecole St. Joseph School
Yellowknife Catholic Schools	St. Patrick High School
Yellowknife Catholic Schools	Weledeh Catholic School
Yellowknife Education District #1	Ecole Allain St. Cyr*
Yellowknife Education District #1	J.H. Sissons School
Yellowknife Education District #1	K'alemi Dene School
Yellowknife Education District #1	Mildred Hall Elementary School
Yellowknife Education District #1	N.J. Macpherson School
Yellowknife Education District #1	Range Lake North School
Yellowknife Education District #1	Sir John Franklin High School
Yellowknife Education District #1	William McDonald Middle School
Private School	Koinonia Christian School
Private School	The Learning Centre
Private School	Montessori

Community	School Name
Hay River	Ecole francophone de Hay River**
Yellowknife	Ecole Allain St. Cyr*

* Governance of Ecole Allain St. Cyr was transferred to the Commission July 1, 2001

** Ecole Francophone de Hay River was established July 1, 2001, bringing the total number of public schools to 49

Aurora Campus	Inuvik
Community Learning Centre	Aklavik
Community Learning Centre	Deline
Community Learning Centre	Fort Good Hope
Community Learning Centre	Fort McPherson
Community Learning Centre	Tulita
Community Learning Centre	Inuvik
Community Learning Centre	Tuktoyaktuk
Thebacha Campus	**Fort Smith**
Community Learning Centre	Fort Providence
Community Learning Centre	Fort Resolution
Community Learning Centre	Fort Simpson
Community Learning Centre	Hay River
Community Learning Centre	Lutselk'e
Yellowknife Campus	**Yellowknife**
Community Learning Centre	Rae-Edzo

Population Statistics – *Communities*

Population Aged 15 - 19 by Community Type

Community Type	1996	1997	1998	1999	2000
Communities	1,139	1,117	1,116	1,137	1,180
Regional Centres	749	724	718	756	766
Yellowknife	1,390	1,387	1,290	1,257	1,266
NWT Total	3,278	3,228	3,124	3,150	3,212

Population 18 Year Olds by Community Type

Community Group	1996	1997	1998	1999	2000
Communities	222	221	221	214	228
Regional Centres	152	143	157	150	139
Yellowknife	286	268	237	249	281
NWT Total	660	632	615	613	648

Population Aged 18 - 44 by Community Type

Community Type	1996	1997	1998	1999	2000
Communities	5,933	5,928	5,959	5,934	6,062
Regional Centres	4,562	4,429	4,319	4,366	4,471
Yellowknife	9,743	9,671	9,127	8,844	9,012
NWT Total	20,238	20,028	19,405	19,144	19,545

Population Aged 18 - 44 by Ethnicity

Group	1996	1997	1998	1999	2000
Dene	4,936	4,998	5,043	5,106	5,231
Inuit	1,786	1,817	1,816	1,851	1,917
Metis	1,675	1,692	1,711	1,715	1,721
Non-Aboriginal	11,841	11,521	10,835	10,472	10,676
NWT Total	20,238	20,028	19,405	19,144	19,545

Source:

Statistics Canada and NWT Bureau of Statistics

All Data are as on July 1st

Note:

At the time of publication, population estimates by community type were not available for 2001. For that year, rates reported in Indicators are calculated as a percentage of 2000 population figures.

Student Enrolment – By Grade

Senior Secondary Enrolment (FTE) 1997 through 2001

Student Enrolment (FTE) by Grade, 1996-97

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	301	115	96	512
Regional Centres	238	130	102	470
Yellowknife	321	287	250	858
NWT Totals	860	532	448	1840

Student Enrolment (FTE) by Grade, 1997-98

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	353	185	87	605
Regional Centres	207	142	95	444
Yellowknife	336	289	237	862
NWT Totals	896	596	419	1911

Student Enrolment (FTE) by Grade, 1998-99

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	350	180	90	620
Regional Centres	220	150	90	460
Yellowknife	370	270	290	930
NWT Totals	940	600	470	2010

Student Enrolment (FTE) by Grade, 1999-00

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	437	192	121	750
Regional Centres	234	172	130	536
Yellowknife	326	286	298	902
NWT Totals	997	650	541	2188

Student Enrolment (FTE) by Grade, 2000-01

	Gr. 10	Gr. 11	Gr. 12	Total
Communities	430	190	120	640
Regional Centres	280	130	110	520
Yellowknife	378	249	251	878
NWT Totals	1088	509	481	2078

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